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ABSTRACT

This final report summarizes the activities of the Appalachian Adult Basic Education Demonstration Center (AABEDC) at Morehead State University in Kentucky for the grant period from July 1, 1969 to June 30, 1970. The AABEDC operates in the Appalachian counties of thirteen states from New York to Mississippi. Its target audience is the rural isolated mountain people. AABEDC activities fall into four areas: change agent, training, research, and demonstration. Change agent activities included local, state, and regional advisory boards, seven conferences, inter-agency cooperation, 29 monographs and brochures and dissemination of innovation. Training activities included a graduate program in adult and continuing education, three Adult Basic Education (ABE) training institutes, and staff training in field units. Research activities included seven studies. Demonstration activities included 14 projects or modules in 11 states. The evaluations of the AABEDC Regional Board of Directors and the Michigan Institutional Survey and Consulting Service are reported. It is recommended that the model of a research, demonstration, and training center serving a distinct subpopulation of ABE students and staff in a several state area is an efficient and effective use of monies available to adult education. (Author/CK)

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FINAL REPORT

AUGUST 31, 1970

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER

MOREHEAD STATE UNIVERSITY
MOREHEAD, KENTUCKY

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FINAL REPORT

Project No.: 9-3-S-2-017

Grant No.: OEG-2-7-005077-5077 (324)

DEMONSTRATION, DEVELOPMENTAL, AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS

SEPTEMBER 30, 1970

U.S. DEPARTMENT
OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
BUREAU OF ADULT VOCATIONAL
AND TECHNICAL EDUCATION

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DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS

GEORGE W. EYSTER
Executive Director

Research and Development
MOREHEAD STATE UNIVERSITY
Morehead, Kentucky

SEPTEMBER 30, 1970

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
BUREAU OF ADULT, VOCATIONAL
AND TECHNICAL EDUCATION

Funded under the authority of Public Law: 89-750, Title III Section 309 (b) Adult Basic Education "Special Projects" of THE ADULT EDUCATION ACT OF 1966, AS AMENDED.

Appalachian Adult Basic Education Demonstration Center
UPO Box 1353, Morehead State University, Morehead, Kentucky 40351 Phone (606) 784-9229

September 30, 1970

President Adron Doran
Morehead State University
Morehead, Kentucky

Dear President Doran:

Pursuant to the United States Office of Education Grant Award Number: O.E.G.-2-7-005077-5077 (324) Project Number 9-3-S-2-017 as amended and dated September 1 1969 through September 30, 1970 we respectfully submit to you for transmittal to the Bureau of Adult, Vocational and Technical Education a FINAL REPORT on the activities of the Appalachian Adult Basic Education Demonstration Center, Morehead State University, carried out during the Fiscal Year 1969.

Respectfully,

George W. Eyster

George W. Eyster
Executive Director

Enclosure

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Abstract:

This final report summarizes the activities of the Appalachian Adult Basic Education Demonstration Center at Morehead State University in Kentucky for the grant period from July 1, 1969 to June 30, 1970. The AABEDC operates in the Appalachian counties of thirteen states fromNew York to Mississippi. Its target audience is the rural isolated mountain people. The AABEDC activities fall into four main areas or functions: (1) change agent; (2) training; (3) research; and (4) demonstration. Change agent activities included local, state, and regional advisory boards; seven conferences: inter-agency cooperation; twenty-nine monographs and brochures; and dissemination and spread of innovation. Training activities included a graduate program in adult and continuing education; three ABE training institutes, and staff training in field units. Research activities included seven studies. Demonstration activities included fourteen demonstration projects or modules in eleven states, each working with one or two of the ABE components of Outreach (Recruitment, Retention, Liaison Between Agencies), Diagnosis, Manpower (Professionals, Paraprofessionals, Volunteers), Materials and Curricula, Methods and Teaching Techniques, Continual and Terminal Counseling, or Placement and Follow-up. The evaluations of the AABEDC Regional Board of Directors and the Michigan Institutional Survey and Consulting Service are reported. It is recommended that the model of a research, demonstration, and training center serving a distinct subpopulation of ABE students and staff in a several state area is an efficient and effective use of monies available to adult education.

SUMMARY

PURPOSE

The Appalachian Adult Basic Education Demonstration Center, (AABEDC) through this document presents a FINAL REPORT of a U.S. Office of Education revised grant award to Morehead State University in Kentucky under the grant authority P.L. 89-750, Title III ESEA Amendment, Section 309(b), of the Adult Education Act of 1966.

The special project, entitled "A Demonstration, Developmental, and Research Project for Programs, Materials, Facilities, and Educational Technology for Undereducated Adults," was conducted July 1, 1969 through September 30, 1970. This report covers the grant period from July 1, 1969 to June 30, 1970.

The overall objective of the Center for the last three years has been:

> To effect significant improvement in the efficiency and quality of adult basic education through the country as a result of program activities focused, generally, upon a geographic region encompassing all of Appalachia.

The Center unites federal and state governments, universities, and local school districts in a partnership that serves as a model for other regions with unique populations. The unique population served by the AABEDC are the rural isolated mountain people in the Appalachian counties of thirteen states extending from southern New York to northern Mississippi. The knowledge gained through this service is applicable to many ABE subpopulations in the United States. The regional model is built upon two assumptions:

- Educational programs need to be designed in terms of the characteristics of the students to be served.
- Educational programs need to be designed in relation to the environment in which they exist.

OBJECTIVES

The objectives of the Appalachian Adult Basic Education Demonstration Center as originally proposed and as stated in its 1969 proposal are as follows:

To develop a center within Appalachia with interrelationships between programs and between Appalachian states and counties utilizing new approaches in component objectives

To disseminate findings to assist developing programs

To marshall human and institutional resources

To develop a graduate and undergraduate training program focusing upon manpower needs and unique Appalachian problems

To develop professional and paraprofessional training programs

To develop a diagnostic center to determine educational needs and learning difficulties

To evaluate materials, methods and concepts of ABE programs

To coordinate multi-media television and radio components for regional promotion and community involvement

To develop a multi-media materials center serving Appalachia

To develop a learning laboratory for manpower training

METHODOLOGY

In the accomplishment of the overall objective AABEDC activities have fallen into four main areas or functions: the change agent function; the training function; the research function; and the demonstration function. The methodology section is organized into four sections corresponding to these four functions.

I. THE CHANGE AGENT FUNCTION

A. Dissemination

ADVISORY BOARDS

Functioning advisory boards operate at the local, at the state, and at the regional level. These boards act as a two-way communication device.

CONFERENCES

Nine conferences were held involving 254 professionals (in addition to the AABEDC staff) which stimulated exchange of information.

INTERAGENCY COOPERATION

The AABEDC made a concerted effort to develop interagency cooperation at the local, state, and federal levels in the public and private sectors. For example, the Center has had working relationships with 52 universities in the past year.

PUBLICATIONS

The AABEDC published 29 separate monographs and brochures in 1969-70. Nine items are presently in production.

CONSULTING SERVICES

The AABEDC staff has been engaged in 94 consulting activities over and above program responsibilities in the thirteen states and has brought in an additional 41 consultants for information.

B. Determination of Spread

REGIONAL BOARD OF DIRECTORS

Board members report they are using or planning to use thirty percent of thirty-eight AABEDC demonstration component items and could use an additional thirteen percent in thier locales.

REGION

- 45 counties have been directly involved in Center activities
- 169 ABE teachers, supported almost entirely by state grant programs, have taught in Center projects.
- 16 module or field unit directors have grown in leadership, knowledge, and service.
- 160,000 new dollars have been spent by state grant programs for Appalachian ABE in addition to investments in AABEDC projects.
- Over 100 per cent of AABEDC costs have been contributed in resources and services from related agencies.
- 173 teachers and other ABE personnel have been trained through federal funding in addition to on-going in-service training in the modules.

ALABAMA (BEAR CREEK)

- A learning center developed with the aid of industry and local, state, and federal agencies has been used as a model for others developing similar facilities.
- $16,000 has been spent in Appalachian counties on learning center development.
- The services of the facility have been extended to out-of-school youth and high school youth needing remedial help.
- The Alabama State Department of Education has assumed full support of the facility.

GEORGIA

- An $18,000 increase in support in Appalachian ABE has resulted.
- Classes have increased from one to twenty-nine in two years.
- ABE enrollment has increased from 89 to 608.
- An additional $11,000 is being invested currently for home instruction aides as the result of earlier activity.
- The Georgia project director has become a consulting resource on the training of recruiters for rural ABE.

KENTUCKY (LEWIS COUNTY)

- The Kentucky State Department of Education, Division of Adult Education, has developed seven additional ABE learning centers on the basis of Lock 32, the first demonstration center in the Kentucky network.
- 13 agencies have been involved with the Lock 32 Center in an interagency effort to provide services for the development of undereducated adults. A sample of five of these agencies made in-kind contributions of $41,815.60.

KENTUCKY (HAZARD)

- Driver education for ABE students piggy-backed on existing multi-county facilities valued at $21,000 sponsored by the Appalachian Educational Laboratory.
- The Tennessee State Department of Education has indicated plans for similar piggy-backing.

MISSISSIPPI

- A low-readability newspaper entitled *The Appalachia News* is being distributed to 37 states and territories.
- The paper is being used in public schools serving the disadvantaged.
- The Wisconsin *RFD—Almanac* has been patterned after *The Appalachia News*.
- 150 new students were signed up before a moving

learning center arrived.

- The Mississippi State Department of Education has assumed full support of the Town and Country Mobile Learning Center in addition to initial investments in hardware and software.

NEW YORK

- $14,000 has been earmarked for ABE in one Appalachian county as the result of a community school project.

NORTH CAROLINA

- A $2,200 increase in state support resulted from a three-month feasibility study.
- A consortium of six community colleges was developed for ABE personnel training as the result of the feasibility study.
- Appalachian State University is planning a graduate program in adult education.

OHIO

- The Ohio module has led to state-wide use of paraprofessionals in home-bound instruction, learning centers, and mini-labs.
- State funds applied to Appalachian ABE have increased by $13,000.
- Ten new counties in Appalachian Ohio now have adult basic education programs.

VIRGINIA

- ABE counselor-aides are being employed across the state.
- Learning centers demonstrated by the AABEDC have been used as models in development.

WEST VIRGINIA

- After involvement in AABEDC activities, Marshall University has employed a full-time adult educator and plans a graduate program in adult education.
- 20 learning centers have been developed as the result of a deferred proposal to the AABEDC.

II. THE TRAINING FUNCTION

GRADUATE PROGRAM

A graduate program in adult and continuing education was accepted by the Board of Regents of Morehead State University.

TEACHER TRAINING WORKSHOP

111 participants from 12 states were trained for three weeks in (1) the characteristics of disadvantaged Appalachian adults; (2) methods and techniques of ABE; and (3) community resources. Post tests at the end of the workshop and after six months back on the job showed positive gains.

COUNSELING WORKSHOP

12 ABE counselors were trained for one week.

MODULES

Preservice and in-service training is continual in the field units for both professionals and paraprofessionals.

III. THE RESEARCH FUNCTION

Scholes, Gene W.—*Adult Basic Education: A Case Study in Goal Determination.*

MAJOR FINDING: The achievement of the social, vocational, family, employment, and literacy goals of the adult basic education program are not as desirable to Appalachian ABE students as attaining the high school diploma (GED).

IMPLICATIONS: Apparently, in most cases, the program is not serving a clientele who requires "elementary education" in terms of literacy goal accomplishment; but rather, it is serving a clientele who requires "secondary education" in terms of high school completion goal achievement.

Qazilbash, Husain—*A Dialect Survey of Appalachia.*

MAJOR FINDING: Although there are no differences among the 13 Appalachian states in functional vocabulary, "misuse" of words, and the use of colloquial terms, the language spoken in Appalachia varies approximately 20 percent from "standard English"—indicative of the existence of an Appalachian dialect

IMPLICATIONS: Data gathered on colloquial terms and their explanations, "misused" words and their standard forms, alphabetized word frequency lists, and functional vocabularies for three catagories of speakers, rustic, modern and cultured, are to be used to prepare a teacher-training handbook to improve reading skills, comprehension, and usage of English language at all levels.

Hensley, James and Harold Rose—*The Relationship Between Anomia and Participation in Adult Basic Education Classes.*

MAJOR FINDING: There was a significant change in anomia scores as a result of participation in adult basic education for six months.

IMPLICATIONS: Participation in adult basic education may enable the student to develop normative standards of conduct and belief which will be as important as the educational benefits of the program in assuming the role of a productive citizen.

Cole, Karen and Harold Rose—*The Study of Relevant Adult Basic Education Curriculum Materials in Arithmetic*.

MAJOR FINDING: Relevant arithmetic curriculum materials can be found, in most cases, which meet the needs of adult basic education students.

IMPLICATIONS: A need exists for each teacher to have, at his disposal, a large collection of arithmetic materials from different publishers and sufficient knowledge of content and student's problem to locate relevant materials.

Hensley, James and Harold Rose—*Internality-Externality and Participation in Adult Basic Education.*

MAJOR FINDING: Students participating in adult basic education will assume more responsibility for their life situation and contribute less of the responsibility to luck or chance as the determinant of their position.

IMPLICATIONS: Adult basic education students who view their environment more amenable to control are likely to pursue additional education and vocational training programs in order to improve their present condition.

IV. THE DEMONSTRATION FUNCTION

The demonstration function is reported by seven divisions or components of adult basic education.

A. Outreach

RECRUITMENT

- Ninety percent of AABEDC students reported they were recruited by personal contact into ABE.
- A "campaign-in-a-box," a multi-media recruitment kit, was developed by the Center to supplement local Appalachian ABE personal recruitment efforts.

  A two-year study by the Georgia module clearly showed the paid, trained ABE-related paraprofessional recruiter to be the most successful—a necessity for on-going ABE. Recruiters were compared on number recruited, percentage of recruiting contacts enrolled, and holding power after enrollment.

RETENTION

- Reasons given for participation by Appalachian ABE students were overwhelmingly educational as opposed to vocational, probably due to lack of job opportunities in the mountain areas.
- Reasons for withdrawal included loss of interest (20 percent), completion of requirements (18 percent), non-educational conflicts (57 percent).

LIAISON BETWEEN HELPING AGENCIES

- The amalgamation of all possible service agencies for the disadvantaged into the day-time program of the Lock 32 Center, Lewis County, Kentucky, has resulted in exceptional retention and post-graduation success of ABE students. The facility combined ABE, early childhood education, and some vocational training.

B. Diagnosis

- The AABEDC administrated the evaluation of the Kentucky state grant adult basic education program.
- The AABEDC cooperated with test developers in the identification of ABE populations for norming purposes.
- Training was given in the use of informal placement methods and of standardized tests.

C. Manpower-Professionals, Paraprofessional, Volunteers

- The Ohio module developed behavorial objectives for the training of ABE professionals and paraprofessionals.

D. Materials and Curricula

- The Gadsden, Alabama, demonstration of the development of video tape recordings as supplements to the ABE curriculum resulted in a call for caution in the demands made of ABE personnel in highly technical areas in which they are not trained. TV curriculum preparation, teaching, and production were found to need highly developed skills not usually possessed by part-time ABE personnel.
- Development of teacher-made supplementary reading materials by the Ohio module had findings similar to the Gadsden module. Materials preparation seems to be a highly complex task requiring extensive training. Juggling the elements of interesting adult content, readability factors, and sequential skill development proved to be beyond the skills of six experienced ABE teachers as evidenced by the results of field testing.
- The low reading level newspaper, *The Appalachia News*, developed by the Mississippi module seems to be meeting a big need. The initial edition of 500 copies has grown to 5,500, printed at very low costs by printing trainees at the Itawamba Junior College. Teachers receive reading levels of each article. Content is determined through surveys of ABE students' informational needs, and follow-up studies have shown a gain in information in these areas by the students since publication of *The Appalachia News*.
- The Hazard, Kentucky, ABE Driver Education project found (1) success in driver education motivated undereducated adults to seek further education; (2) disadvantaged students are able to use simulators in training, although problems in transfer to the real experience bear further investigation; (3) ABE students do show more geographic mobility to jobs and lower priced stores after driver education; and (4) they became more employable with drivers'

licenses.

E. Methods

- The Mississippi mobile learning center, visiting three industrial sites, two public housing sites, and two rural sites weekly has proven to be a highly successful means of providing top quality education to ABE students in a rural isolated area. Withdrawals have been less than ten percent, enrollment stayed high throughout the summer, and achievement gains on standarized tests were almost twice as high as those of more conventional local ABE classes.
- A community school district in New York is experimenting with recruitment through recreational activities and with the use of traveling mini-labs shared by outlying ABE programs to cut costs.
- A study of the relative achievement gains on standarized tests for 100 hours of instruction of ABE students enrolled in learning centers, traditional classes, and home instruction showed 1.5 times the gain for learning centers and 2.2 times the gain for home instruction over traditional classroom instruction in reading. In math, both the learning centers and home instruction showed gains which were 1.6 times those of traditional classes. Surprisingly, cost per hour of instruction logged was lower for paraprofessional home instruction than for a learning center in Ohio.
- The first year of a Maryland study of the influence on motivation of adding typewriting to the ABE curriculum showed higher enrollment, fewer withdrawals, and higher nightly attendance than control classes or the same classes the previous year.
- A going learning center in Bear Creek, Alabama, developed with the aid of local industry, TVA, and other agencies, suffered an enormous setback from a particularly violent strike at the industry with which it was associated.
- At Appalachian State University in North Carolina a feasibility study has resulted in the AABEDC's funding of a proposal entitled "A Comparison of the Relative Effectiveness of Learning Laboratories and Small Group Procedures in Changing the Self-Concepts of Adult Basic Students."
- The AABEDC is in the process of developing a central learning center on the Morehead State University campus for use in evaluating methods and materials and in providing a practical experience in the training of professional and paraprofessional ABE personnel, as well as serving the local ABE student population.

F. Counseling

- The Virginia counselor-aide project examined (1) the usefulness of various kinds of formal and informal counselor-aide training; (2) the selection of counselor-aide trainees; (3) the development of data gathering instruments; and (4) the effectiveness of completion of different levels of ABE counseling tasks by the counselor -aides.
- The University of Texas guidance kit used with the Louisiana State Department of Education discussion guide was found to be useful in training paraprofessionals in the Ohio project.

G. Placement and Follow-up

PLACEMENT

The South Carolina module is testing the concept of a communication catalyst who coordinates community employment and educational resources. Personnel offices in industry are informed of training facilities and are encouraged to refer job applicants in need of training. Educational agencies are encouraged to adjust their training to fit on-going local job needs.

FOLLOW-UP

A long range follow-up study of ABE graduates in West Virginia in its second year, has found that one year of full and parttime ABE for 76 subjects has resulted in an annual return to the economy of $440,000. It was found that an ABE class can be followed with the expenditure of only two man-days per month. Changes in school behavior of ABE students' children were found in a pilot study. The follow-up is seen as useful in curriculum adjustment in ABE. The supportive mechanism developed to keep contact with the ABE graduate has proven to be a vital component of ABE in consolidating and reinforcing ABE gains.

EVALUATION

The findings and recommendations of the Michigan Institutional Survey and Consulting Service and the AABEDC Regional Board of Directors have been summarized. The AABEDC was found to have had a tremendous impact on Appalachian ABE despite the rush to development due to short-term funding.

CONCLUSION

The major conclusion for the third year of operation of the Appalachian Adult Basic Education Demonstration Center is that a regional demonstration and research center is a vital link and resource to state grant programs serving similar ABE populations.

RECOMMENDATIONS

The major recommendations of The Appalachian Adult Basic Education Demonstration Center are:

- A model of regionalism, geographic or ethnic, should be applied to future Special Experimental Demonstration Projects nationally.

- The Appalachian Adult Basic Education Demonstration Center should be continued as a regional research, demonstration, and ABE personnel training center.

INTRODUCTION

This report covers the operations of the APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER during the Fiscal Year, 1969, July 1, 1969, to September 1, 1970—the third full year of the project.

The AABEDC Project has been undertaken jointly by the Federal Government through the United States Office of Education, Bureau of Adult, Vocational and Technical Education, and Morehead State University to fulfill a part of the intent of Adult Education Act of 1966, Title III, of Public Law 89-750, recently amended as P. L. 91-230. The AABEDC, committed to the improvement of the quality of adult basic education in Appalachia, is one of the enterprises authorized and supported under Section 309 (b) of the Act designated for "Special Experimental Demonstration Projects." Through the Demonstration and Developmental Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults, the Center and its regional project unite federal and state governments, universities, and local school districts in an unique partnership that is serving as a model for other regions and particular populations of the country.

THE NATIONAL ABE PROGRAM

According to the 1960 U.S. population census, 8,300,000 adults twenty-five years of age and older had less than five years of formal schooling, with approximately twenty-three million people identified who have less than eight years of schooling. Those individuals with less than five years of schooling have been referred to as the "functionally illiterate," meaning that many cannot read or write to the degree which enables them to become productive citizens in today's society. The relationship between lack of education and poverty has been well documented.

NATURE AND PURPOSE OF GRANTS

The purpose of the Adult Education Act of 1966, Title III, of Public Law 89-750, is to encourage and expand basic educational programs for adults to overcome English language limitations, to improve their basic education in preparation to occupational training and more profitable employment, and to become more productive and responsible citizens.

This document reports the progress, activities, and findings of the Appalachian Adult Basic Education Demonstration Center in fulfilling the specific intent and criteria set forth by the Act for special projects:

> Special Experimental Demonstration Projects which:
>
> (1) involve the use of innovative methods, systems, materials, programs, which the Commissioner determines may have national significance or be of special value in promoting effective programs under this Title, or (2) involve programs of adult education, carried out in cooperation with other Federal, federally assisted, state, or local programs which the Commissioner determines have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with basic educational deficiencies.

The educationally disadvantaged population of concern and focus in the experimental demonstration efforts of the AABEDC has been the rural Appalachian.

RURAL AMERICA

Supporting data and information indicative of the need for adult basic education in rural America are often deemphasized by the overwhelming problems of our urban centers but are none the less appalling and worthy of national focus and attention.

- President Richard M. Nixon in the February, 1969 issue of *Rural America* stated:

> Today's rural problems are the urban problems of tomorrow. . . . An essential ingredient for broadening the economic base of small towns and rural communities is an improvement in the skills and education of the rural citizen.

- Morris L. Brown, Chief, Adult Education Branch, Office of Education, U.S. Department of Health, Education, and Welfare stated in a February, 1969, memorandum to the Adult Basic Education Program:

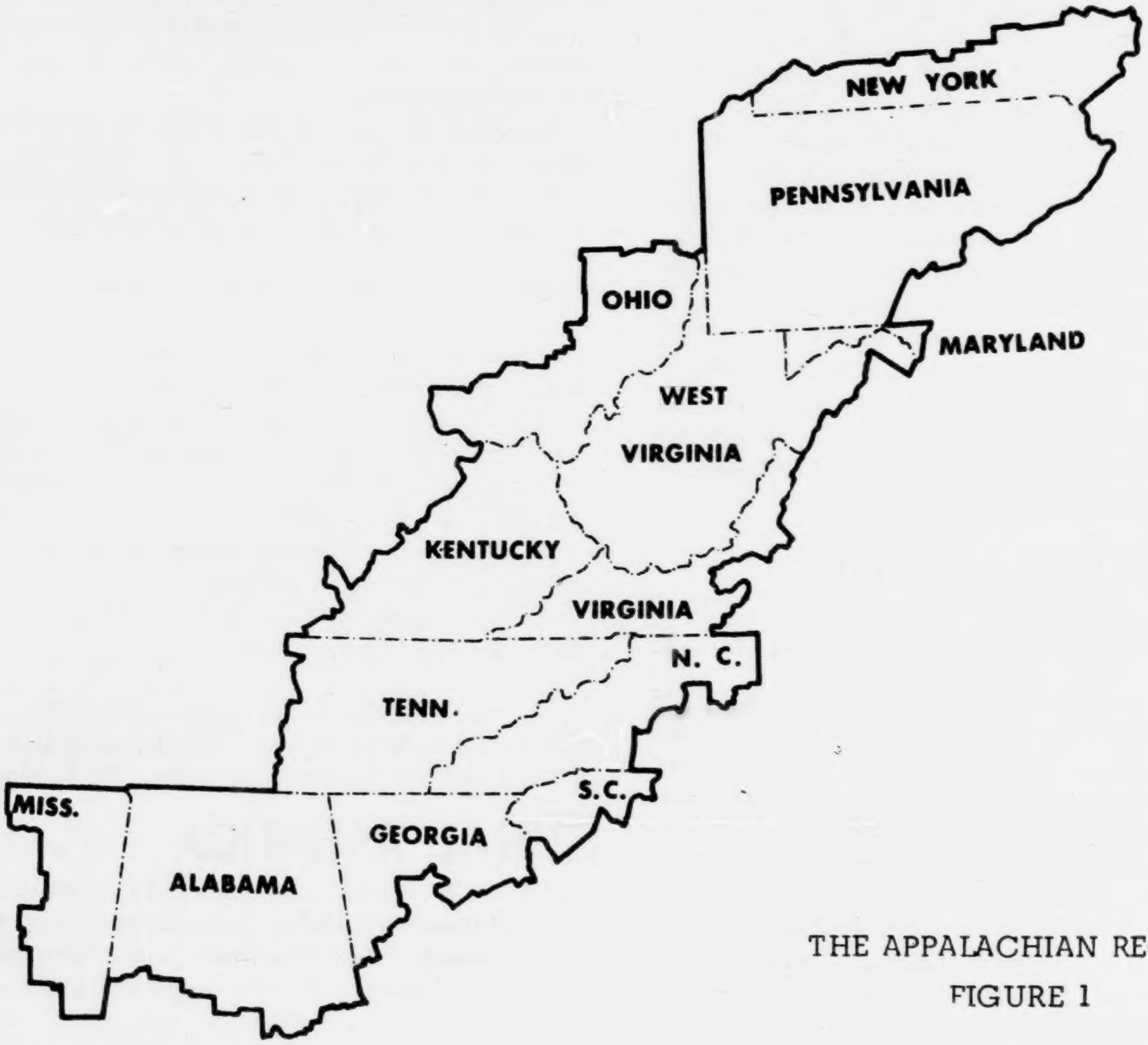
> The needs of undereducated adults in rural areas provide adult basic education with some of its greatest challenges and opportunities. Facts such as distance, lack of visibility, combinations of problems with corresponding lack of adequate services are some of the conditions which necessitate the development of ABE programs that are sensitive and responsible to the rural participant and his education.

The existence and scope of poverty in rural America is best illustrated in a few statistics from *The People Left Behind*, a report by the President's National Advisory Commission on Rural Poverty, published in 1967:

- Approximately fifty-eight million people, or twenty nine percent of the nation's 202 million people, resided in rural America according to the Bureau of the Census, 1960.
- Although only twenty-nine percent of the nation's population live in rural areas, forty-three percent of its rural population is poor.
- In metropolitan areas one person in eight is poor; in rural areas one person in four is poor.
- The national rate of unemployment is three to four percent; the rural rate is eighteen percent.

APPALACHIA

The AABEDC as a special project is primarily concerned with improving the quality of ABE in Appalachia. The inhabitants of Appalachia, isolated for centuries by the mountains, are perhaps one of the most destitute of the various rural populations. Appalachia is a region apart—geographically and statistically. It is the mountainous land sweeping diagonally across parts of thirteen states of the United States from southern New York to northern Mississippi (see figure 1).



THE APPALACHIAN REGION

FIGURE 1

The region does not consist of "pockets of poverty amidst affluence" but of pockets of affluence amidst poverty. A case can be made that the need for adult basic education is greater in Appalachia than for the nation as a whole. (See table 1.)

Table 1

ILLITERACY OF POPULATION BY STATE - 1960

State	Number	Percent of Population
Alabama	93,000	4.2
Georgia	120,000	4.5
Kentucky	70,000	3.3
Maryland	41,000	1.9
Mississippi	71,000	4.9
New York	355,000	2.9
North Carolina	125,000	4.0
Ohio	99,000	1.5
Pennsylvania	166,000	2.0
South Carolina	87,000	5.5
Tennessee	88,000	5.5
Virginia	94,000	3.4
West Virginia	35,000	2.4
Total Appalachia	3,055,000	3.4
Total United States	24,000,000	2.4

At present little help has come to the residents of Appalachia and they continue to leave the area at a high rate. The recent 1970 census studies indicate that outmigration is robbing the region of its brains and its strong hands. Unemployment is traditionally high and industry has been slow in generating income. Even today more than ninety percent of the mineral wealth is owned by people who reside outside of Appalachia. Consequently, there is a situation in which many incredibly poor people are living in a tremendously rich land.

It is difficult for Appalachian people, being handicapped educationally and isolated physically, socially, and psychologically to acquire new skills or to get new jobs, or otherwise to adjust to a society becoming increasingly urbanized. The isolation from opportunity, the isolation from the knowledge of opportunity, and the passive fatalistic acceptance of the current state of affairs create the urgent demand that Appalachians receive at least as great an amount and variety of information as their city counterparts. Appalachia has not produced a sufficient corps of "educated persons" in the past and it lacks the tax base to provide an effort of excellence in the future—a whole system is disadvantaged. No section in Appalachia reaches the national norm in services or achievement when compared with the rest of the United States. The Appalachian individual's distress is a national liability; but his personal hopes, ethic of hard work, talents, and resourcefulness are a human resource the nation can no longer afford to ignore.

Jesse Stuart, the poet-historian of Appalachia, writing in the *Kappa Delta Pi Record* said of Appalachia:

> the greatest poverty we have here, and in other parts of America, is the poverty of the mind. If we didn't have poverty of the mind, we wouldn't have so much poverty of the stomach. . . . people of Appalachia are not dumb. They are not trained in comparison with youth outside of Appalachia who have better schools and better everything.

UNIVERSITY

Morehead State University, the home of the Appalachian Adult Basic Education Demonstration Center, is located in Eastern Kentucky, the heart of the Appalachian region. The University has assumed a philosophy of broad community service to Kentucky and to the Appalachian region. This philosophy, stemming from the able leadership of the University President, Dr. Adron Doran, is complemented and strengthened by the University Board of Regents and an inter-disciplinary University approach.

Morris L. Norfleet, Vice President for Research and Development, has been instrumental in moving the University into a dynamic and varied community service program. Dr. Norfleet is responsible for the initial concepts and development of the AABEDC.

Morehead State University with its pioneering spirit has become the center of regional leadership and activity for many groups and organizations. The University commitment has been an exemplar. This regional and national service is evident in University appointments to Presidential, Congressional, and regional commissions related to problems of the Appalachian region. For example, the first Congressional hearing of the Elementary and Secondary Education Act of 1966 was held on the Morehead campus.

AABEDC STAFF

THE AABEDC is staffed by a group of professionally trained adult educators (page 4) complemented by exceptional facilities and equipment, a group of professionals who serve as the regional board of directors, strong developing leaders in ABE who serve as field unit or module directors, numerous graduate assistants from the Master's degree program in Adult and Continuing Education, and University inter-disciplinary support.

GEORGE W. EYSTER
Executive Director

University of Michigan, B.S., M.S.; Eastern Michigan University, M.A.; Michigan State University, Specialist; University of Michigan, (pending, Ph.D.)

HAROLD ROSE
Research Administrator

North Carolina State University, B.A., M.Ed.; Florida State University, Ph.D.

ANN P. HAYES
Evaluation Specialist

University of Vermont, B.S.; University of Chicago, M.A.; (Ph.D. in progress)

LAMAR MARCHESE
Media Specialist

University of South Florida, B.A.; University of Florida, (pending, M.A.)

JOHN E. GAUS
Learning Center Specialist

Yale University, B.E.; University of Chicago Divinity School, B.D.; Columbia University, M.S.; Lutheran Theological Seminary, Philadelphia, S.T.M.; University of Wisconsin, Ph.D.

FRANK COLLESANO
Administrative Assistant

Morehead State University, B.S., M.B.E.

HUSAIN QAZILBASH
Curriculum Specialist

University of Sind, Pakistan, B.S.; Justus Liebig University, D.A.; Montana State University, M.S.; Florida State University, Ph.D.

REGIONAL BOARD OF DIRECTORS

Douglas R. Sasser
CHAIRMAN OF THE BOARD

Larry Otis
SECRETARY OF THE BOARD

ALABAMA
Norman Parker
Otto Smith

GEORGIA
Frary Elrod
Catherine Kirkland

KENTUCKY
Ted Cook
Wallace K. Nave

MARYLAND
Thelma Cornish
James R. Kelly, Jr.

MISSISSIPPI
Joseph Baddley
Don Seaman

NEW YORK
Alfred Houghton
Thomas Sanglier

NORTH CAROLINA
Charles Barrett

OHIO
James Miller
Max Way

PENNSYLVANIA
Alfred S. Holt

SOUTH CAROLINA
Roy Coffee
J.K. East

TENNESSEE
Charles Kerr

VIRGINIA
Joseph N. Berry
Gordon Fallesen

WEST VIRGINIA
James Deck
James Perks

APPALACHIAN REGIONAL COMMISSION
Eugene Hoyt
Director, Education Activities Staff

U.S. OFFICE OF EDUCATION
Eugene Sullivan
Project Coordinator

APPALACHIAN ADULT BASIC EDUCATION
DEMONSTRATION CENTER
Morris Norfleet
Morehead State University
Vice President Research and Development

George W. Eyster
EXECUTIVE DIRECTOR

STATE MODULE DIRECTORS

ALABAMA II (Bear Creek)
Sara Jo Wright

ALABAMA I (Gadsden)
E.C. Wilson

GEORGIA
Thelma Orr

KENTUCKY (Hazard)
Walter Leonow
Elwood Cornett

KENTUCKY (Lewis County)
Lawrence Arnett

MARYLAND
James Kelly
Meshach Browning

MISSISSIPPI
Larry Otis
Wylie Wood

NEW YORK
Thomas Sanglier

NORTH CAROLINA
Leland Cooper

OHIO
Max Way

SOUTH CAROLINA
Ronald Farley

VIRGINIA
Joseph Berry
Gary Lowe

WEST VIRGINIA
Richard Malcolm

GRADUATE ASSISTANTS

Diane Cassity
Karen Cole
Eric Collis
Edward Fox
George Grasser
James Hensley
Sharon Willis

AABEDC PHILOSOPHY

The educational philosophy on which the Appalachian Adult Basic Education Demonstration Center is built contains two elements which have strongly influenced the project design:

- Educational programs are to be designed in terms of the characteristics of the students to be served.
- Educational programs are to be designed in relation to the environment in which it exists.

If these two, the nature of the learners, and the nature of the environment, are important elements in an educational program, then the Center must look to Appalachia –a distinctive geographic and topographic setting—and to the Appalachian people and their lifestyles and problems in attempting improvement in the quality of regional adult basic education.

An evaluation of the AABEDC, conducted by the Michigan Institutional Survey and Consulting Service, has yielded a separate document, *With Reference to Appalachia,* a source book which presents a comprehensive recent synthesis of data and commentary on the region. The source book supports the judgments of outstanding students of Appalachia who gathered for a "Specialist's Conference" as a part of the same evaluation. Readers may wish to draw their own conclusions from the document, but the AABEDC approach of serving Appalachians in adult basic education as a unique population requiring equally unique treatment is clearly substantiated in the source book and in the evaluation report which are appended to this final report.

PURPOSE

The Center, funded initially in 1967, proposed an overall objective:

> To effect significant improvement in the efficiency and quality of adult basic education through the country as a result of program activities focused, generally, upon a geographic region encompassing all of Appalachia.

During the life of the AABEDC the Center has come within a regional context to have four main functions in meeting this overall objective: (1) a change agent function; (2) a training function, which has included a three-week teacher training workshop and the inception of a Master's degree program in adult and continuing education at Morehead State University; (3) a research function, which has included seven (7) projects; and (4) a demonstration function which has included fourteen (14) projects in 1969. A secondary objective was to continue and to expand a demonstration and research center.

A regional attack on the problems of organization and practice of adult basic education or *regionalism* is seen by the AABEDC as fostering the sharing of solutions to common problems, thereby decreasing the duplication of effort, time, and money spent by individual states in reaching those solutions. The concept of regionalism in AABEDC parlance refers to serving a specific undereducated population (in this case the geographically isolated, mountain people) which cut across state lines. In practice the AABEDC has operated only within the geographic limits of the Appalachian region as originally defined by Presidential commission in 1961 and served by the Appalachian Regional Commission; although members of its target population live in the Ozarks and have migrated to many industrialized areas.

OBJECTIVES

The objectives of the Appalachian Adult Basic Education Demonstration Center as originally proposed and as stated in its 1969 proposal are as follows:

To develop a center within Appalachia with interrelationships between programs and between Appalachian states and countries utilizing new approaches in component activities

To disseminate findings to assist developing programs

To marshall human and institutional resources

To develop a graduate and undergraduate training program focusing upon manpower needs and unique Appalachian problems

To develop professional and paraprofessional training programs

To develop a diagnostic center to determine educational needs and learning difficulties

To evaluate materials, methods and concepts of ABE programs

To coordinate multi-media television and radio components for regional promotion and community involvement

To develop a multi-media materials center serving Appalachia

To develop a learning laboratory for manpower training

METHODOLOGY

The Appalachian Adult Basic Education Demonstration Center has undertaken a large number of activities. For the sake of coherency, the Methodology section of the Appalachian Adult Basic Education Demonstration Center final report will be summarized under four headings corresponding to the four major functions of the Center:

I. Change Agent
II. Training
III. Research
IV. Demonstration

The 1969 objectives, as phrased in the proposal to the Adult Education Branch of the U.S. Office of Education, will be considered in this report under the four headings above. The specifics of thirteen of the fourteen demonstration projects have been published as individual monographs. (The North Carolina project, which involved a feasibility study resulting in a proposal, did not have a final report.) The specifics of the seven (7) research projects will also be reported in monograph form at a later time.

A graphic representation of the activities of the AABEDC follows in figure 2.

I. THE CHANGE AGENT FUNCTION

OBJECTIVES

1. To develop a center within Appalachia with interrelationships between programs and between Appalachian states and counties.

2. To disseminate findings to assist developing programs.

3. To marshall human and institutional resources.

As a special project the Appalachian Adult Basic Education Demonstration Center has become a catalytic or change agent fostering the adoption of preferred practices particularly suited to the healthy functioning and growth of ABE within the peculiar geography and with the unique population of the Appalachian region. Later sections of this report will outline AABEDC activities which have contributed to its change agent function such as:

- the experimental demonstration projects
- the generation of knowledge about the Appalachian ABE student through research activities
- the training of ABE administrators, teachers, counselors, and paraprofessionals
- the internal and external evaluations of these activities which have added insight into the meeting of these specific goals.

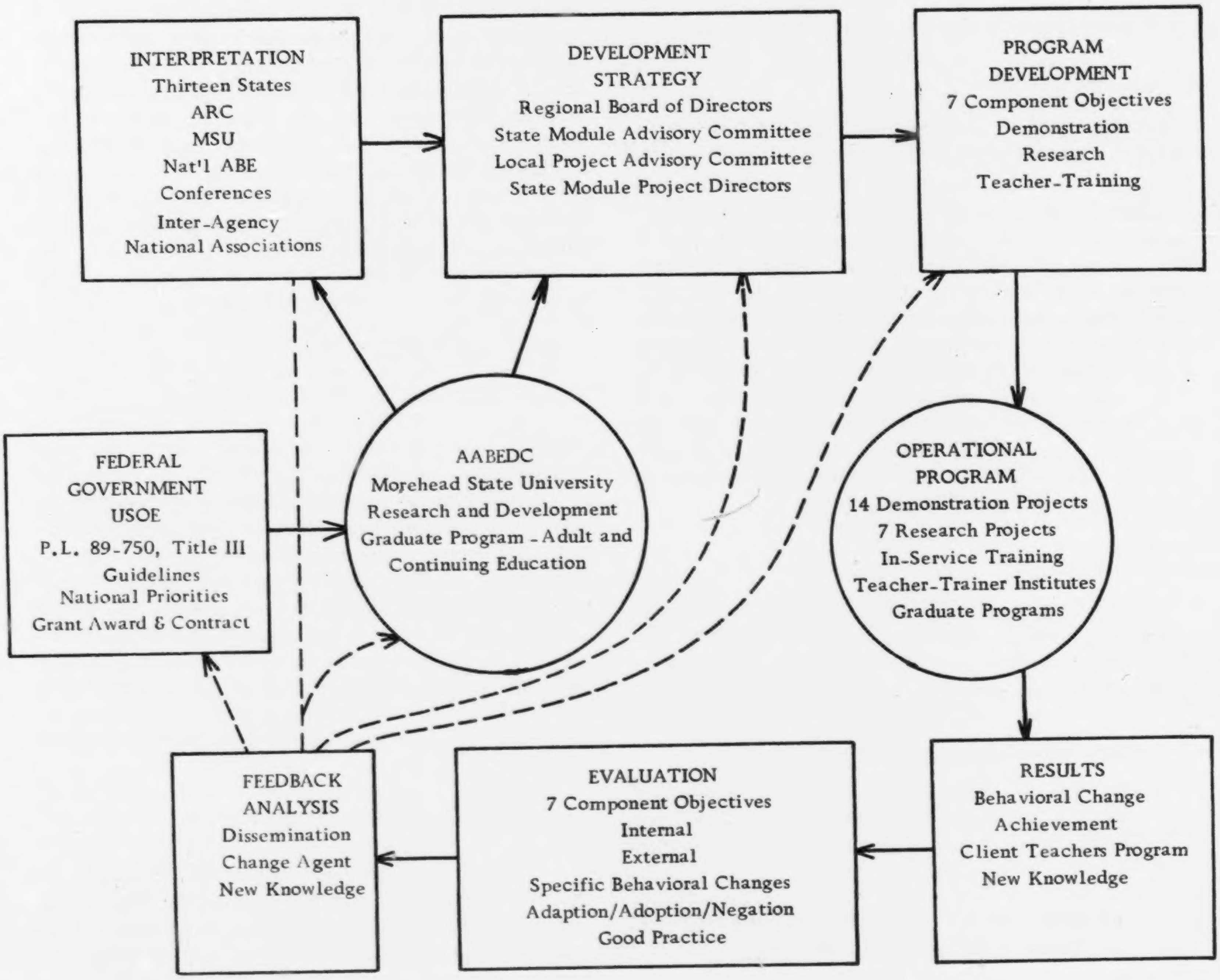
To qualify as a change agent, the AABEDC must deal with several elements. The primary element is evidence that actual change in or adoption of preferred practices has occurred. However, a necessary prerequisite to adoption of preferred practices is knowledge of those practices. Therefore, dissemination, which spreads convincing supportive data concerning certain ABE practices, is part of the change agent function—although it should be noted that dissemination does not guarantee adoption. This section is divided into two main sections: (A) Dissemination activities and (B) Determination of spread.

A. DISSEMINATION ACTIVITIES

Dissemination activities of the AABEDC have included:

1) The organization of local, state, and regional advisory support groups;

2) Conferences;


INTERPRETATION
Thirteen States
ARC
MSU
Nat'l ABE
Conferences
Inter-Agency
National Associations
DEVELOPMENT STRATEGY
Regional Board of Directors
State Module Advisory Committee
Local Project Advisory Committee
State Module Project Directors
PROGRAM DEVELOPMENT
7 Component Objectives
Demonstration
Research
Teacher-Training
FEDERAL GOVERNMENT
USOE
P.L. 89-750, Title III
Guidelines
National Priorities
Grant Award & Contract
AABEDC
Morehead State University
Research and Development
Graduate Program - Adult and Continuing Education
OPERATIONAL PROGRAM
14 Demonstration Projects
7 Research Projects
In-Service Training
Teacher-Trainer Institutes
Graduate Programs
FEEDBACK ANALYSIS
Dissemination
Change Agent
New Knowledge
EVALUATION
7 Component Objectives
Internal
External
Specific Behavioral Changes
Adaption/Adoption/Negation
Good Practice
RESULTS
Behavioral Change
Achievement
Client Teachers Program
New Knowledge

A Continuous Sequential Process
In Appalachian Adult Basic Education

FIGURE 2

3) Interagency cooperation as phased in the objective, THE "MARSHALLING OF HUMAN AND INSTITUTIONAL RESOURCES";

4) Publications

5) Local, state, and national consulting services.

1. Advisory Groups

TO DEVELOP A CENTER WITHIN APPALACHIA WITH INTERRELATIONSHIPS BETWEEN PROGRAMS, the AABEDC has conceived an organizational structure which is headed first by a *regional board of directors*. The board represents all of the thirteen (13) states. Each state has two members from each state advisory committee, the state director of adult basic education, and an industrial or agency representative. *State advisory committees* are made up of representatives of agencies serving the economically and educationally disadvantaged, together with representatives of business, industry, and the Appalachian Regional Commission. *Local advisory committees* supervise the module or demonstration project, the field unit of the AABEDC. (See figure 3.)

2. Conferences

TO DISSEMINATE FINDINGS, as well as to solicit the guidance of adult education decision makers, the AABEDC staff has conducted frequent conferences. Conferences have involved:

a) The regional board of directors

b) The directors of the state module or demonstration projects , adult basic education teachers from twelve (12) states, and adult basic education counselors from Kentucky

c) Nationally known adult educators interested in adult basic education research

d) Nationally known scholars interested in adult basic education curriculum

e) Authorities on Appalachia

a) REGIONAL BOARD MEETING

The structure of the state and local advisory groups was utilized for dissemination of information through representation on the regional board of directors as regional board members reported back to their state groups. USOE regional program officers and the AABEDC program coordinator from Washington also were participants of the regional board meeting. (See Appendix A for the program and participant evaluation of the May 26-27, 1970, regional board meeting.)

b) MODULE DIRECTORS, TEACHERS, COUNSELORS

Further diffusion of information across state lines was accomplished through the meetings of the directors of the AABEDC demonstration projects or field units November 24-25, 1969, and March 10-11, 1970. These conferences combined dissemination with training, as did the Appalachian Adult Basic Education Teacher-Training Workshop, July 28-August 15, 1969, and the Adult Basic Education Guidance and Counseling Workshop, June 22-26, 1970. (The latter two conferences are reported in separate monographs. Another institute, the Appalachian Adult Basic Education Teacher-Trainer Workshop in Reading, enrolling fifty participants, was held during 1969, but was funded for FY'70 and will be reported at the end of that fiscal year.)

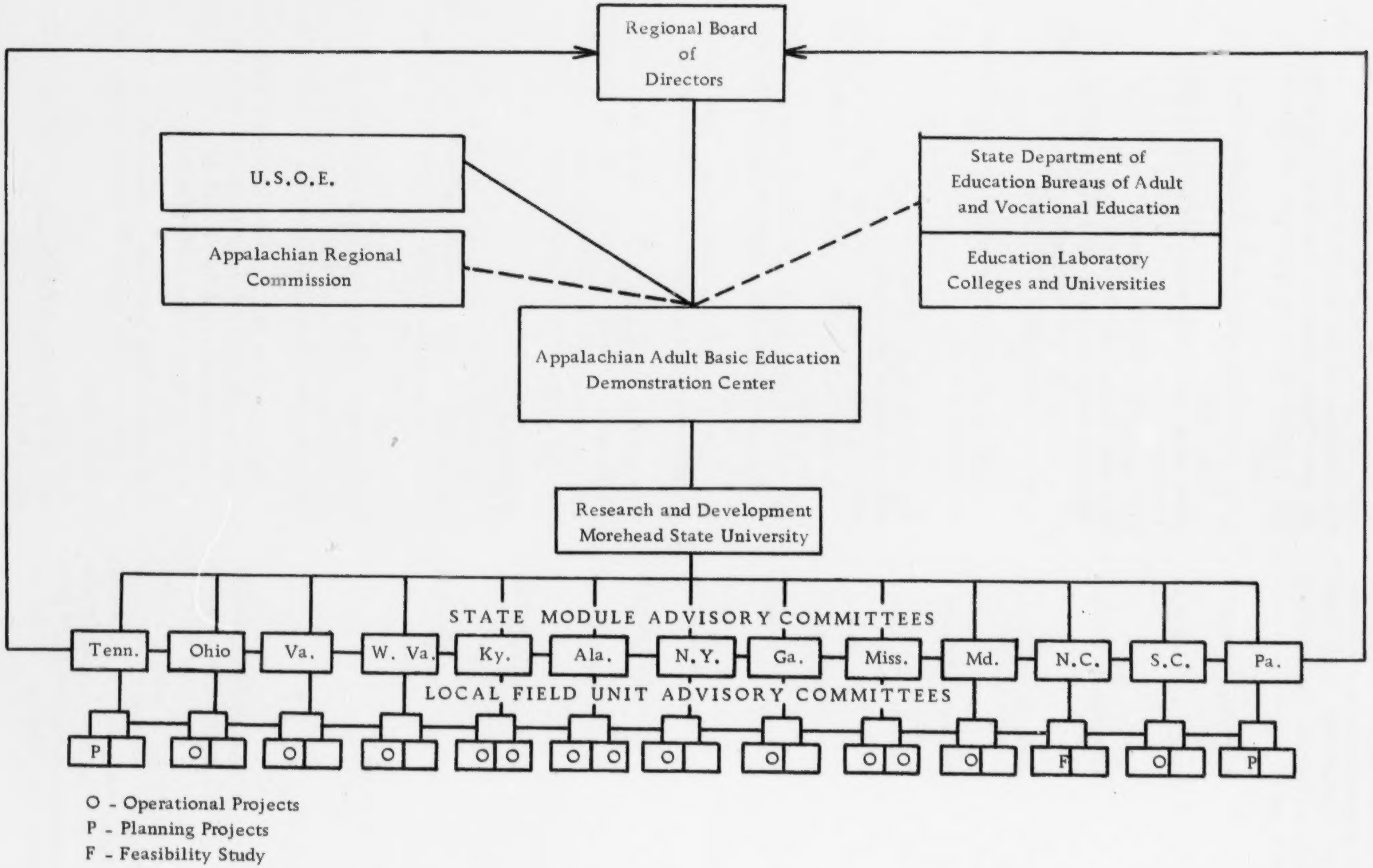
c) ABE RESEARCH CONFERENCE

The small conference on adult basic education research was held May 22-23, 1970, for the purpose of discussing national priorities in adult education with the goal of developing new research and demonstration activities. Priority areas as listed by the U.S. Office of Education, special demonstration projects, and state directors of adult education were among those considered. The impact that the AABEDC is having and will have on adult education in Appalachia was discussed in relation to future development of the Center. These considerations are to become a part of new proposal development where immediate implementation was not achieved.

d) ABE CURRICULUM CONFERENCE

A conference on ABE curriculum was held June 2-3, 1970. Authorities from various academic disciplines were invited to consider the Appalachian population with the goal of making recommendations to educators in the region for the development of ABE curriculum materials. Each participant was asked to submit a paper considering the problem of Appalachian ABE curriculum from the viewpoint of his discipline. These papers have been compiled in a monograph entitled *Appalachian Needs and Curriculum Materials*. Conference participants were:

JOHN SHERK (reading and dialect)	University of Missouri - Kansas City
B.K. SINGH (rural anthropology)	Virginia Commonwealth University
ELLIOTT LETHBRIDGE (learning centers)	Rochambeau Center - White Plains, New York
KATHERINE RIDDLE (nutrition)	White House Conference on Nutrition and Health


Regional Board of Directors
U.S.O.E.
Appalachian Regional Commission
State Department of Education Bureaus of Adult and Vocational Education
Education Laboratory Colleges and Universities
Appalachian Adult Basic Education Demonstration Center
Research and Development Morehead State University
STATE MODULE ADVISORY COMMITTEES
Tenn.
Ohio
Va.
W. Va.
Ky.
Ala.
N.Y.
Ga.
Miss.
Md.
N.C.
S.C.
Pa.
LOCAL FIELD UNIT ADVISORY COMMITTEES
P
O
O
O
O O
O O
O
O
O O
O
F
O
P
O - Operational Projects
P - Planning Projects
F - Feasibility Study

AABEDC INTERRELATIONSHIPS

TWO-WAY ADVISORY AND DISSEMINATION STRUCTURE

Figure 3

e) SPECIALISTS' CONFERENCE

One of the activities of the annual independent evaluation of the AABEDC was a specialists' conference involving authorities on Appalachian and adult education. The report of the conference was published separately. The participants were:

HARRIETT ARNOW (author)	Ann Arbor, Michigan
DANIEL COOPER (evaluator, educational administration)	University of Michigan
PHYLLIS CUNNINGHAM (graduate student, adult education)	University of Chicago
BORIS FRANK (ABE educational television)	University of Wisconsin
RENA GAZAWAY (sociologist, author)	University of Cincinnati
WILLIAM GRIFFITH (adult education)	University of Chicago
ROBERT ISENBERG (educational administration)	American Association of School Administrators
BARRY LUCAS (graduate student, educational administration)	University of Michigan
HOWARD McCLUSKY (evaluator, adult education)	University of Michigan
ERNEST NESIUS (extension education)	West Virginia University
EUGENE SCHOLES (graduate student, educational administration)	University of Michigan
MAURICE SEAY (evaluator, acting dean School of Education)	Western Michigan University
RUSSELL WILSON (evaluator, educational administration)	University of Michigan

3. Interagency Cooperation

TO MARSHALL THE HUMAN AND INSTITUTIONAL RESOURCES to work with and improve Appalachian ABE, the AABEDC has made a concerted effort to develop interagency cooperation. To quote the final report of the Appalachian Adult Basic Education Teacher-Training Workshop (1969, p. 68), "It is not what the agency can do for the ABE program, but rather what the ABE program and the agency can do along with other agencies to fully develop the potential of the underdeveloped adults."

Within the Appalachian region, the AABEDC has developed a strong working relationship and two-way information exchange with:

The Appalachian Regional Commission (ARC)
Local area ARC development distrcits
The Tennessee Valley Authority (TVA)
The Bear Creek (Alabama) Watershed Association
The National Office of Economic O Opportunity (OEO)
Local OEO programs such as the Neighborhood Youth Corps (NYC)
Many local community action programs (CAP)
Job Corps
The Appalachian Film Workshop
Kentucky Educational Television
The Southern Regional Education Board ABE project, a special project concerned with ABE staff development in seven (7) states.

On the national scene the AABEDC professional staff has worked with:

The Department of Labor
The Department of Defense
Many special projects such as: Rural Family Development (RFD) at the University of Wisconsin
The National Multi-Media Materials Center for Adult Education at Montclair State College and Federal City Cllege
The Adult Armchair Education of the Opportunities Industrialization Center (OIC) of Philadelphia

In addition, the AABEDC has had a direct working relationship through activities such as consulting, training, and project development, with the institutions of higher education in 1969 listed in table 2.

4. Publications

The AABEDC has provided a major service to the region and to the national program through the development and distribution of a significant number of documents and publications:

NAMES AND ADDRESSES OF PUBLISHERS OF ABE MATERIALS AND AGENCIES OFFERING FREE AND INEXPENSIVE SUPPLEMENTARY MATERIALS.

The publication provides information for supervisors and for teachers and encourages the expansion of a variety of materials to be used to serve individual needs in Appalachian ABE programs.

Distribution: State Directors, Appalachian teachers and supervisors (500 copies), Universities and national leadership.

APPALACHIAN NEEDS AND CURRICULUM MATERIALS

A summary of the social, psychological, and economic characteristics of the Appalachian as these charac-

Table 2

AABEDC UNIVERSITY RELATIONSHIPS

WITHIN APPALACHIA

- Appalachian State University
- Asheville-Bumcombe Technical Institute
- Auburn University
- Berea College
- Caldwell Community College & Technical Institute
- College of William and Mary
- Corning Community College
- Haywood Technical Institute
- Itawamba Junior College
- Kentucky State College
- Marshall University
- Memphis State University
- Miami University
- Mississippi State University
- Morehead State University
- North Carolina State University
- Ohio State University
- Pennsylvania State University
- Southwest Technical Institute
- University of Cincinnati
- University of Georgia
- University of Kentucky
- University of Maryland
- University of South Carolina
- University of Tennessee
- University of Virginia
- University of West Virginia
- Virginia Commonwealth University
- Western Kentucky State University
- Wilkes Community College

WITHOUT APPALACHIA

- Arizona State University
- City College of New York
- Florida Atlantic University
- Florida State University
- Harvard University
- Hofstra University
- Michigan State University
- Montclair State College
- Northern Colorado State University
- Northern Illinois University
- Southern Utah State College
- Stanford University
- University of Arkansas
- University of Chicago
- University of Denver
- University of Hawaii
- University of Michigan
- University of Missouri - Kansas City
- University of Utah
- University of Wisconsin
- University of Wyoming
- Western Michigan State University

teristics relate to the identification of 'appropriate' curriculum materials.

Distribution: 400 copies sent to Appalachian state leadership and supervisors, the Appalachian Regional Commission, the Appalachian universities and the governors' offices of the thirteen state region.

APPALACHIAN COMPACT

A historical development of Appalachian educational programs which include documentation of the Congressional testimony related to national and Appalachian adult education needs.

Distribution: Appalachian educational and political leadership. 1000 copies were taken by participants at the National Adult Education Conference, October 1970.

THE MASTERS' DEGREE IN ADULT AND CONTINUING EDUCATION

A proposal prepared to advance a Masters' degree in adult and continuing education at Morehead State University which included justification, requirements, course descriptions and a system for inter-disciplinary coordination. (The degree program has been approved and a Department in the School of Education has been established.)

Distribution: Copies of the Masters' degree proposal have been made available to a number of emerging graduate programs in adult and continuing education.

APPALACHIAN ADULT BASIC EDUCATION TEACHER-TRAINING WORKSHOP

The document reports upon content, procedures, and evaluation of an Appalachian Regional Adult Basic

Education Teacher-Training Workshop conducted by the AABEDC, Morehead State University. The Workshop emphasized the social, psychological, and economic problems of the Appalachian related to adult basic education practice.

Distribution: All state directors of ABE, university department chairmen of adult education, AABEDC Regional Board of Directors and Workshop participants.

WITH REFERENCE TO APPALACHIA—A COLLECTION OF MID-TWENTIETH-CENTURY FACTS AND VIEWPOINTS SELECTED ON THE BASIS OF PERTINENCE TO ADULT EDUCATION IN APPALACHIA, *RUTH SEAY*

These data are assembled as a basis for policy in the development of adult education in Appalachia. They may also prove useful for the study of other policy problems relating to Appalachia.

Distribution: A limited number of copies have been prepared for distribution to the U.S.O.E., Appalachian universities, the Appalachian Regional Commission, the AABEDC Regional Board of Directors and the governors' offices of the thirteen state region.

The document is of significant importance to the region and is currently being considered for publication by the University of Kentucky Press.

BEAUTIFUL COUNTRY, BEAUTIFUL PEOPLE—APPALACHIANS ON THE THRESHOLD

A brochure produced by the AABEDC described the Center purposes and progress in achieving those purposes. The document manages to take a very positive view of the life styles of the Appalachian while at the same time pointing out that the positive attributes can be dysfunctional when applied in new problem situations.

Distribution: Approximately 4000 copies of the brochure are to be distributed. 1000 copies were taken by participants at the recent NAPCAE-AEA National Adult Education Conference October, 1970. Regional and national distribution is being carried out.

THE OLDER CITIZEN: AN OVERVIEW OF EXISTING SERVICES AND NEEDS IN NORTHEASTERN KENTUCKY

The document prepared by the AABEDC staff representatives in cooperation with the Institute on the Aging, Research and Development, Morehead State University, reports a fact-finding survey of basic information about services for the needs of the elderly.

Distribution: Commonwealth of Kentucky, U.S.O.E., Kentucky universities, and the Conference on the Aging.

AABEDC FINAL REPORTS

The Final Reports of the Project entitled, "Demonstration, Developmental and Research Project for Program, Materials, Facilities and Educational Technology for Undereducated Adults," represent an overview of the Center progress, findings, and recommendations.

Distribution: The U.S. Office of Education as required, the AABEDC Regional Board of Directors, and all state ABE program directors.

The AABEDC has developed a national reputation for being knowledgeable in adult and continuing education which encourages interested agencies and individuals to provide the Center with copies of research activities, reports, and other relevant documents. The Center has continually shared select items from among these materials with the leadership structure in the thirteen state region. Examples of such material and information distributed are: *Techniques for Teachers of Adults* of the National Association for Public Continuing and Adult Education; federal documents and publications; research of the Human Resources Research Organization, and a variety of unpublished research papers.

Materials and information related specifically to a state module project objective are identified and forwarded as a part of the Center responsibility for continuous search of the literature.

The following is a list of additional documents published by the AABEDC in FY '69.

Georgia Module Final Report on ABE Recruitment
South Carolina Module Final Report on Liaison between Business and Industry, ABE, and Training Programs
Maryland Module Final Report on Typing as a Motivational Factor and an Instructional Process in ABE
Lewis County, Kentucky, Module Final Report on Experimental Learning Labs and Interagency Cooperation
Kentucky Driver Education Module Final Report on Driver Education for ABE
New York Module Final Report on the Influence of the Community School on ABE
Ohio Module Final Report on (1) Relative Effectiveness of the Traditional Classroom, the Learning Center, and Home Instruction, (2) the Effectiveness of Teacher-Made Supplementary Reading Materials
Ohio Module Final Report on an In-Service Teacher Training Model
West Virginia Module Final Report on the Long Range Follow-Up Study of ABE graduates

Virginia Module Final Report on the Training and Use of Counselor Aides

Mississippi Module Final Report No. 1 on the Identification and Comparison of Attitudes Toward Education by Adult Basic Education Students, Teachers, and (ABE) Administrators

Mississippi Module Final Report No. 2 on the Development of a Low-Readability Newspaper

Mississippi Module Final Report No. 3 on the Development of a Traveling Learning Center

Bear Creek, Alabama, Module Final Report on the Liaison between Business and Industry and ABE

Gadsden, Alabama, Module Final Report on the Development of VTR Films on Consumer Education and Communication Skills

The Gadsden Audio Visual Catalogue

ABE: A Case Study in Goal Determination

Apppalachian Needs and Curriculum Materials

Adult Basic Education: An Evaluation Report, A Developmental Report

The Relationship Between Anomia and Participation in Adult Basic Education Classes

The following are documents in production.

Final Report of the Appalachian Adult Basic Education Demonstration Center Teacher-Trainer Workshop in Reading

Teacher-Trainer Syllabus for Reading Skills: Word Attack Skills, Comprehension Skills, ABE Materials, and Reading Diagnosis

ABE Teachers Handbook of Public Services for the Needs of ABE Students

A Dialect Survey of the Appalachian Region

The Comparative Study of the Community Participation Role of Successful and Unsuccessful Adult Basic Education Teachers

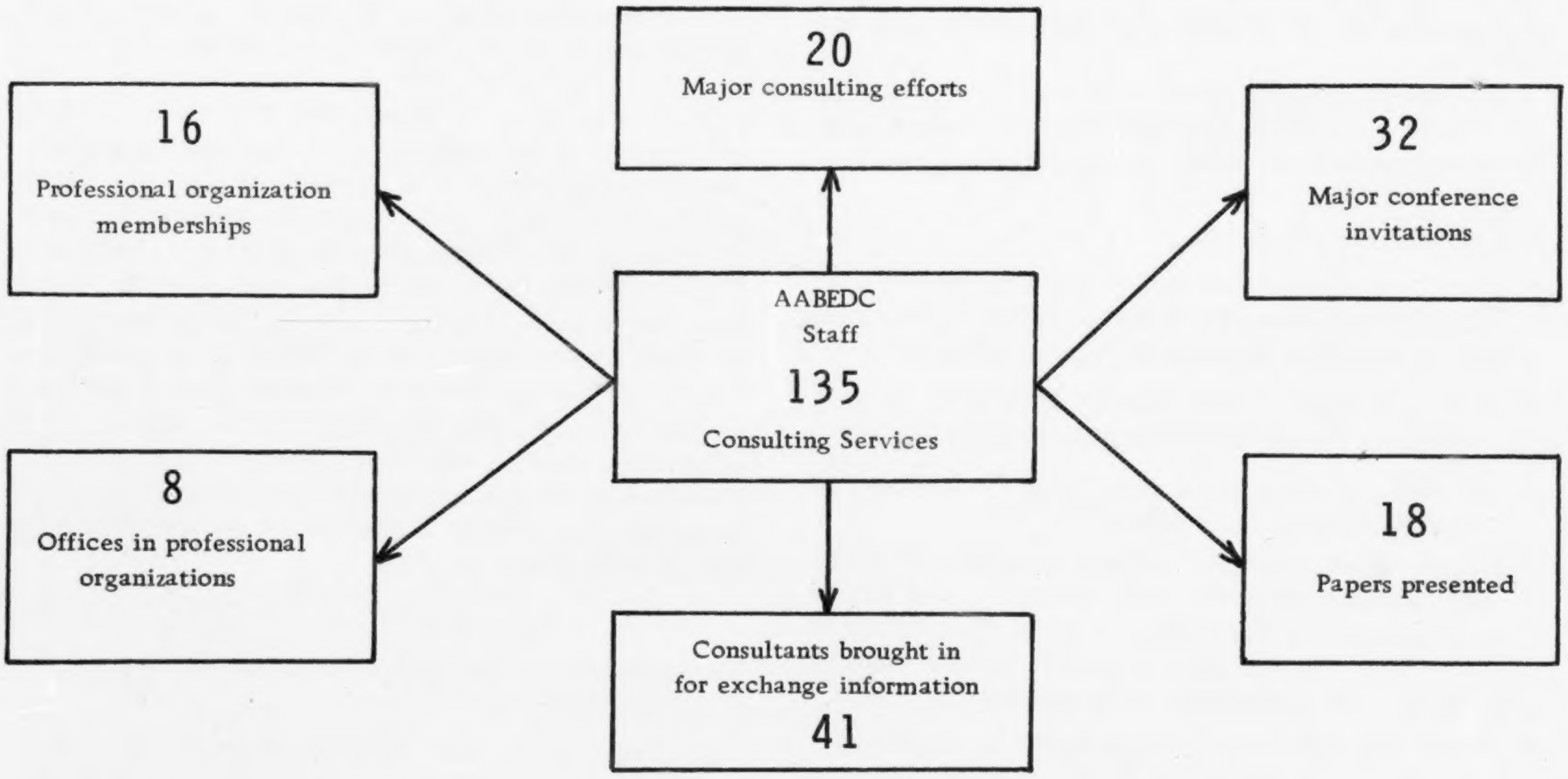
The Relationship Between Internality-Externality and Participation in Adult Basic Education Classes

The Effect of Isolation on the Support of Schools

The Study and Development of Relevant ABE Curriculum Materials in Mathematics

5. Consulting Services: To and From

In addition to the AABEDC-sponsored conferences, the professional staff of the Center has disseminated information and gathered information through extensive consulting and professional organization activities. The extent of the consulting function of the AABEDC staff for 1969, outside of continuous consulting with the AABEDC modules, is diagrammed in figure 4 below.


20
Major consulting efforts
16
Professional organization memberships
32
Major conference invitations
AABEDC
Staff
135
Consulting Services
8
Offices in professional organizations
18
Papers presented
Consultants brought in for exchange information
41

AABEDC STAFF CONSULTING ACTIVITIES

Figure 4

B. DETERMINATION OF SPREAD

In attempting to insure adoption of innovative or preferred practices by Appalachian ABE, the Appalachian Adult Basic Education Demonstration Center has used an adaptation of the cooperative extension model. As funds have been invested locally, the involvement of key decision makers in ABE at the state and local level has been solicited. These decision makers have been active in influencing the application of positive outcomes of the demonstration projects to subsequent state grant programs.

Although it is difficult to assess the application or spread of center findings—that is, to ascertain which practices have been adopted by whom as the direct result of this 309 special demonstration project—three methods that the AABEDC attempted have been (1) through direct questions to the regional board of directors, (2) through a section of the individual module final reports designated as "State Support" in which each director has listed those instances of adoption or adaption of his project of which he is aware, and (3) through correspondence and personal contact.

1. Regional Board

Table 3 presents the answers of the AABEDC Regional Board in May, 1970. Thirty (30) respondents answered to thirty-eight (38) AABEDC demonstration component items: 217 answers indicated that specific practices were being used; 152 answers indicated that items could be used in specific local programs, and 129 answers indicated planned use of practices demonstrated by the AABEDC.

Although necessarily incomplete, some of the change for which the AABEDC probably has had responsibility has been summarized below by region and by module.

2. Region

- Many new ABE classes and/or learning centers have been initiated as a part of the AABEDC activities in the Appalachian counties of eleven states.
- Forty-five Appalachian counties have been directly involved in Center demonstration projects.
- 169 ABE teachers have been directly involved in Center demonstration projects.
- Sixteen state AABEDC module program directors have added increasingly knowledgeable and expert leadership to the Appalachian region, contributing to their states through staff meetings, teacher-training projects, and professional associations.
- 160,000 new dollars have been spent by state grant programs in Appalachian ABE programs directly supporting the efforts of the AABEDC during the operational period of September, 1968, through September, 1970.
- New recognition of and concern for the educational needs of Appalachian adults brought into focus by the activities of the AABEDC have been reflected by increased support of ABE programs by local school superintendents and increased cooperation between related agencies.
- The contributions of resources and services of those related agencies cooperating in the AABEDC activities have exceeded 100 per cent of the AABEDC program costs.
- Continuous in-service teacher-training activities in the state modules have combined with the teacher-training activities for 173 participants funded through the National ABE Teacher-Training Section (309c) of the Adult Education Act. The Appalachian region now has a beginning core of skilled ABE teacher-trainers and teachers through the training efforts of AABEDC in concert with the Southern Regional Education Board and state grant programs.

3. Modules

a) ALABAMA—BEAR CREEK LEARNING CENTER

Through the cooperative efforts of a number of agencies such as the Tributary Area Development of the Tennessee Valley Authority (TVA); the Bear Creek Watershed Association and Hallmark Homes (a mobile home manufacturer), an ABE learning center has been demonstrated and used as a model by several area vocational technical schools and has been used by many businesses and industries in cooperative program development. As noted in table 3, other state directors have indicated interest in the mobile learning center concept as a method of reaching the isolated adult where no public transportation facility is available, as is the case in large areas of Appalachia. The Alabama state grant program has funded and is supporting six learning centers across the state as a result of the Bear Creek Center. $16,000 have been spent in the Appalachian area of Alabama in learning center development. Hallmark Homes donated the mobile unit valued at $7,000 to the Hamilton County, Alabama, schools. Hardware valued at $1,000 was donated by TVA. With full state program support, project continuity has been assured. In addition to ABE offerings, the Hamilton County Schools have utilized the Bear Creek Center to enrich programs for out-of-school youths and for youths requiring remedial assistance not readily available in the existing high school curriculum.

b) ALABAMA—GADSDEN, ETOWAH COUNTY, ABE/VTR

Evidence from the Etowah County, Alabama, demonstration of the development of video tapes for ABE instruction has strengthered efforts to interest the Office of Economic Opportunity, National Educational Television, and the Appalachian Regional Commission in ABE-TV regional production.

The Etowah County school system has determined to

Table 3

REGIONAL BOARD USAGE OF AABEDC FINDINGS

		Are Using	Usable in your Locale	Plan to Use
1.	Paid ABE-related recruiters	8	3	7
2.	Paid ABE teacher-recruiters	6	3	1
3.	Paid lay recruiters	4	4	3
4.	Any recruiters	6	3	1
5.	Any paid recruiters	4	2	0
6.	Transportation to ABE	4	6	2
7.	Work with CAP or CAMPS to provide transporta[illegible]n	12	5	2
8.	Provision for child care	8	5	1
9.	Work with CAP, CAMPS, NYC to provide child care	9	4	1
10.	Follow-up of graduates	9	4	6
11.	Follow-up of withdrawals	6	5	8
12.	Planning based on this follow-up	5	4	5
13.	Revision of curriculum based on follow-up	5	3	7
14.	Communication of follow-up data to state legislators	3	5	4
15.	Piggy-back driver education	3	5	5
16.	Use of typing instruction for motivation and recruitment	6	4	2
17.	Use of CAI for math or GED language usage instruction	1	4	3
18.	Shift from traditional ABE classrooms to self-directed and small group instruction	13	4	2
19.	Use of mobile facilities in rural isolated areas	4	6	1
20.	Use of supplementary materials on burley tobacco farming and the baking trade	3	1	1
21.	Special instruction in the components of readability for teachers preparing materials	7	2	2
22.	Home-bound instruction	3	7	7
23.	Use of paraprofessionals	9	6	6
24.	Use of paraprofessionals in home-bound instruction	3	5	8
25.	Development of coordinating staff member between education and industry	6	5	3
26.	Training of counselor-aides	3	2	6
27.	Use of counselor-aides	3	3	8
28.	Public library usage as an important continuing part of ABE curriculum	7	5	2
29.	Job placement specialists attached to ABE programs	3	4	4
30.	Mathematics curriculum	6	2	0
31.	Data on goal displacement	1	3	1
32.	Data on influence of ABE in changing the student's sense of control over his environment	2	3	4
33.	Graduate program in adult and continuing education	9	4	2
34.	Use of the concept of standard English as a second language	3	2	0
35.	Development of teacher awareness of Appalachian Dialect	2	3	3
36.	Report on colloquial terms for enchanced communication in classroom	0	4	3
37.	TV recruitment public service announcements	10	6	4
38.	Radio recruitment public service announcements	13	6	4
	TOTAL	217	152	129

continue to provide programming for adults as well as for day school beyond the end of the AABEDC project through closed circuit television. VTR production developed through ABE in Gadsden seems to have improved the quality of VTR in elementary and secondary education, mainly as a result of in-service training of TV production and teaching personnel.

c) GEORGIA—ABE RECRUITMENT

The Georgia state grant program has, as a result of experimental recruitment efforts of ABE students, strengthened support of Appalachian ABE. The number of classes increased from one to twenty-nine in ten counties in northern Georgia during the two-year AABEDC project. The increase in support was approximately $18,000.

The use of paid paraprofessional ABE-related recruiters as a preferred practice in recruitment has been accepted by many Appalachian state ABE directors and has been implemented in Ohio, Tennessee, and elsewhere in local programs. The successful use of paraprofessional recruiters has encouraged the state grant programs in Georgia to provide approximately $11,000 in salaries to demonstrate paraprofessional home instruction. The Georgia project director has acted as a consultant to projects across the region and has presented findings in national conferences.

d) KENTUCKY—ABE LEARNING CENTER, U.S. LOCK AND DAM SITE NO. 32

With the success of the Lock 32 ABE demonstration learning center, the Kentucky Division of Adult Education developed seven additional ABE learning centers in the state in addition to its initial investment in Lock 32. Six additional learning centers are supported by other agencies and local school districts. The Lock 32 Center has functioned as a demonstration-training site for Kentucky, Ohio, and HEW Region VII.

In the development and operational activities of the Lock 32 Center, thirteen different agencies have been involved. A sample of major agency resources applied to the learning center are noted in table 4.

Table 4
SAMPLE OF AGENCY RESOURCES
LOCK 32 CENTER

Agency	Activity/ Resource	In-Kind Contribution
KY ABE Program	Recruiting/ teachers	$ 23,430.00
CAP	Bus/driver/ grounds/gas	9,360.00
U.S. Engineers	Building (rental fee)	2,000.00
Mainstream - Welfare	Renovation (3,111 man hrs)	4,977.60
NYC	Child care/ ground care	2,048.00
Total for sample		$ 41,815.60

e) KENTUCKY—ABE MOTIVATION IN DRIVER EDUCATION

A program conducted during the last months of the AABEDC grant award period attempted to determine the effects on motivation of providing ABE clients with driver education. The project utilized existing experimental demonstration equipment valued at $21,000, made available through a multi-county high school program under the auspices of the Appalachian Educational Laboratory (AEL). The initial project provided evidence warranting a full scale activity, including a longitudinal study of results. The state director of ABE in Tennessee has indicated a plan to "piggyback" on a similar driver education program (also sponsored by A.E.L.) in Tennessee.

f) MISSISSIPPI—"THE APPALACHIA NEWS"

The Appalachia News was designed initially to serve a twenty-county rural area (approximately 2,000 students) in northeast Mississippi by providing a graded, low-readability newspaper as a reinforcement of basic skills and as a reinforcement of the newspaper reading habits of ABE students. Requests for copies have been received from 34 states, Puerto Rico, the Virgin Islands, and the District of Columbia. The Mississippi state ABE director has requested that copies be provided for the entire state. The demonstration function of the project, however, has limited production.

The involvement of state and federal agencies has enabled the paper to provide low-readability information and curriculum based upon adult needs and interests. Local newspapers and national wire services have contributed to the newspaper's production. Several Mississippi state agencies are developing specific curricula and information series particularly for publication in *The Appalachia News*.

At least one program has developed a similar newspaper;—the Wisconsin *R.F.D. Almanac*. The low readability paper is also being used in several Mississippi elementary and secondary schools to strengthen newspaper reading habits and skills of youngsters requiring remedial reading. *The Appalachia News* has drawn the attention of state, national, and Congressional leaders.

g) MISSISSIPPI—TOWN AND COUNTRY MOBILE LEARNING CENTER

A truly mobile learning center for adult basic education students has achieved capacity year-round service in an isolated area, typical of the Appalachian region, lacking transportation facilities to enable potential ABE students to participate in educational programs.

The unit, donated to the Itawamba Junior College district by the Town and Country mobile home manufacturers and valued at $7,000, has interested several state directors as a potential program service for the region's isolated adults. A cost analysis of the service would seem to indicate appropriateness of a mobile learning center in isolated areas. The Mississippi State Department of Education and the local ABE program have assumed full operational costs of the unit in addition to the $5,000 initially contributed in instructional materials and have reported plans to fund similar facilities in the Mississippi Delta.

h) NEW YORK—COMMUNITY SCHOOLS

A project which attempted to demonstrate that the "community school" can provide a highly desirable organizational structure for fitting the education of the disadvantaged adult into the overall continuing education of the community also clearly demonstrated the need for state support of adult education in the Appalachian portions of the state of New York. Cooperating with the Corning Foundation, the Mott Foundation, and the Corning Public schools, ABE has been offered for the first time in New York Appalachia. The New York state grant program had not, under duress of overwhelming urban problems, funded adult basic education program in the Appalachian counties. As a result of initial ABE program efforts in Corning, New York, the state has since funded the first Appalachian ABE program with initial resources of $14,000.

i) NORTH CAROLINA—THE EFFECTS OF LEARNING CENTERS

The North Carolina state module is concerned with comparing the relative effectiveness of learning laboratories and small group procedures in changing self-concepts of adult basic education students. Although only a three month feasibility study, the project established experimental and control group classes in the Appalachian area at Caldwell Community College and Forsyth Technical Institute, yielding an increase of state funding of $2,200.

Program inputs and state department support have encouraged the Appalachian University (the sponsoring institution of the AABEDC module), to move toward a graduate program in adult education, an important contribution to state ABE and, particularly to ABE in the Appalachian portions of the state. A consortium of six Appalachian community colleges involved in original proposal development—but not included in the study as finally delineated—maintained an association for ABE teacher-training as a part of the state effort and has developed many additional ABE programs and services in the Appalachian portions of the state.

j) OHIO—PARAPROFESSIONALS IN HOME-BOUND INSTRUCTION, TEACHER-MADE MATERIALS

The Ohio state module has led to state-wide use of paraprofessionals in home-bound instruction, in learning centers, and in mini-labs.

A number of single concept curriculum materials have been developed related to Appalachian life styles and job opportunities. These materials are being used in other ABE Appalachian programs and in *The Appalachia News*.

In-service training phases of the Ohio state module have strengthened and increased the Ohio Appalachian ABE programs to ten counties and the amount of state grant funding to the Appalachian portions of the state to approximately $13,000.

An Ohio learning center demonstration has further encouraged proliferation of learning centers and the use of mini-labs throughout the state.

k) VIRGINIA—PARAPROFESSIONAL COUNSELING

A paraprofessional counseling project has led to authorization by the Virginia ABE program for employment and training of adult education counselor-aides. The use of counselor-aides has resulted in increasing enrollment, services, placement, and retention of ABE students yielding more classes supported by the Virginia State Department of Education in Appalachia as well as more service and resources from other agencies. At least three states of the Appalachian region have been encouraged to develop paraprofessional counselor aides in career ladders patterned after the Virginia model. Experimental projects utilizing the paraprofessional are already underway in Georgia, Kentucky, and Ohio.

l) WEST VIRGINIA—LONG RANGE FOLLOW-UP

Findings of the Long Range Follow-Up Survey in West Virginia have encouraged strong support for state-wide ABE counseling, job placement, and direct program linkages between ABE and vocational education. The state grant program has instituted the Vital Information for Education and Work (VIEW) system in adult leaaning centers to meet ABE needs for job information.

Interagency cooperation generated by necessity in the study has provided increased resources for the ABE program and clients through WIN, Title V, and vocational education. Statewide training of ABE instructors (all of West Virginia is regarded as part of the Appalachian region) related to long range follow-up has been effective in increasing retention and student support in and out of class.

The involvement of Marshall University resources in the project has led to university employment of a full-time adult educator on the faculty and to plans for the development of a graduate adult education program.

WEST VIRGINIA—LEARNING CENTER

Although a proposal for a demonstration learning center submitted by West Virginia to the AABEDC was deferred, assistance provided by the Center in proposal development led to a state-supported demonstration and subsequent development of twenty learning centers in the state.

The state change agent functions of the Appalachian Adult Basic Education Demonstration Center have been reviewed under the two major areas of dissemination and spread. The dissemination activities have included regional, state, and local advisory groups; seven conferences; inter-agency cooperation; publication; and consulting work. The spread of preferred ABE practices in the Appalachian region for which the AABEDC may be able to take credit were summarized by field unit, of which there were fourteen in 1969.

II. THE TRAINING FUNCTION

OBJECTIVES

1. To develop a graduate and undergraduate training program focusing upon manpower needs and unique Appalachian problems.

2. To develop professional and paraprofessional training programs.

The Appalachian Adult Basic Education Demonstration Center has had success in planning and organizing training programs to meet the needs of educators in Appalachia. A graduate program and two major teacher training workshops have been developed and conducted during 1969.

A. GRADUATE PROGRAM IN ADULT AND CONTINUING EDUCATION

The Master of Arts program in Adult and Continuing Education at Morehead State University was designed by the staff of the AABEDC to develop the capacity of adult educators to plan, develop, and carry through a variety of educational and service programs to meet the broad spectrum of adult educational needs in today's complex and changing society. The career adult educator is seen as needing a breadth of intellectual interests, personal concern for solving human and social problems, and an understanding of effective methods for planning and executing educational programs for adults. The ability to understand and work well with individuals, small groups, and organizations is deemed an important qualification for successful work in adult education.

A core curriculum of five graduate courses supplemented by a special problem and a professional seminar has been developed. This central core is designed to provide the basic concepts, depth of understanding, and professional competencies which every person prepared at the Master's level in adult education should have.

The graduate program in adult education at Morehead State University is flexible. A program of studies is designed with each student to develop the special competencies and understanding needed in his future professional role tather than to list required courses. Some students find a need to concentrate in other related fields such as administration, guidance and counseling.

It is not uncommon for adult education students to enroll in courses in other schools, such as the School of Applied Sciences and Technology and the School of Social Sciences. For example, those students in adult and continuing education who are involved in the vocational training of adults are encouraged to take graduate training in vocational education; those students involved in social services for adults take courses in guidance and counseling.

The candidate must fulfill the general requirements of the Morehead State University Graduate School for admission. Prerequisite courses for the work the student expects to pursue may be required. The satisfactory completion of at least two years of relevant professional experience is advisable before entry into the program.

In addition to meeting the general requirements for graduate study with respect to candidacy, residence, and scholarship, the candidate must complete thirty (30) credit hours of approved course work. There are eighteen (18) hours of course work available in the Morehead State University Adult and Continuing Education graduate program. The student must complete a minimum of twelve (12) hours of these courses. The five basic courses are:

Ed. 455G *Principles of Adult and Continuing Education* (3 hours)

A basic overview of the field of Adult Education, including an examination of the historical development; the psychological and sociological basis of adult learning; trends and major issues in adult education; and the principles of adult teaching.

Ed. 550 *Basic Education for the Disadvantaged Adult* (3 hours)

A study of the sociological, psychological, and economic problems of the disadvantaged; an investigation of traditional and innovative approaches utilized in working with the disadvantaged adult.

Ed. 551 *Human Development in Adulthood* (3 hours)

A study of the psychological, sociological, and physiological changes in adulthood. This course is designed to provide opportunities to apply knowledge of human development to the problems of working with adults.

Ed. 552 *The Community School* (3 hours)

A study of the philosophy and operation of a school to serve the needs of all people in the community. Students will examine the community-wide use of school facilities and total community involvement in the educative process.

Ed. 553 *Planning and Evaluation of Adult Programs* (3 hours)

A study of program development with special emphasis on designing and improving programs through the evaluation process.

Ed. 554 *Special Problems* (2 hours)

Ed. 574 *Seminar* (1 hour)

The introductory course, Ed. 455G, is open to both undergraduate and graduate students. The other courses are open only to graduate students. In addition to the core courses in Adult and Continuing Education, the student is required to take Education 500, *Research Methods in Education*, to provide him with the research tools and the insights into education and related social sciences which he should hold in common with his colleagues in other specialized areas of education and the social and behavorial sciences. The remaining sixteen (16) hours of course work are selected by the student with his graduate committee to meet his special interest and needs.

B. APPALACHIAN ABE TEACHER TRAINING WORKSHOP

PURPOSE

The primary purpose of the Appalachian Adult Basic Education Teacher-Training Workshop conducted at Morehead State University, July 28 to August 15, 1969, was to provide instruction concerning the unique problems and culture of the undereducated in Appalachia in an effort to increase the skill, competence, and ability of adult basic education teachers and administrators in Appalachia.

PROCEDURES

The one hundred and eleven (111) participants in the workshop were selected by the state directors of adult education from twelve (12) states in the Appalachian region. A participant quota system was developed for each state based on the number of illiterate adults and the size of the Appalachian area in that particular state. The participants were required to have either experience in adult basic education or a commitment to teach ABE upon returning home.

The program consisted of three major activities: (1) presentations by resource people; (2) group reactions and discussions of the presentations; and (3) development of group projects based upon the presentations.

The participants were divided into twelve (12) learning groups dealing with manpower, outreach, curricula and materials, placement, liaison, guidance and counseling, diagnosis, priorities, follow-up, volunteers, retention, and business and industry. The groups selected a leader and a recorder. Members of the staff and the thirty-three (33) resource people circulated among the groups to facilitate the group discussions which led to the group reports found in The Final Report. The presentations by the resource people were divided into three areas: (1) characteristics of the disadvantaged adults; (2) methods and techniques for adult basic education; and (3) community resources.

RESULTS AND CONCLUSIONS

A number of instruments were used to evaluate workshop activities. The written responses on these evaluation forms as well as staff conferences with individuals were interesting and revealing.

The participants were asked to evaluate the program at the end of the workshop. The scores on workshop facilities, university services, reference materials, and program, ranged from good to excellent with very few fair or poor ratings.

The participants also evaluated each presentation according to the following points: (1) relevance to adult basic education; (2) relevance to Appalachia; (3) relevance to my teaching situation. There was, of course, some variation, but overall the presentations were rated as good by the participants.

An attempt was also made to determine attitude change among participants. The instrument was administered on the first day and last day of the workshop and approximately six (6) months after the workshop. An examination of the data indicates that scores at the end were higher than those at the beginning of the workshop. The scores six (6) months after the workshop were higher than the pretest scores, but lower than the scores obtained on the last day of the workshop.

The final evaluation was concerned with the use of or involvement of other agencies and organizations in adult basic education programs. Data were obtained at the beginning of the workshop and about six (6) months later. The data indicates that adult basic education teachers used community resources to a greater extent after their participation in the workshop.

The resource people for the workshop were:

ALTA BANKS	Regional Health Director, Hazard, Kentucky
HOWARD W. BEERS	Center for Developmental Change (Director) University of Kentucky
GENE BINION	Executive Director, Northeast Kentucky Area Development Council, Olive Hill, Kentucky
JAMES BROWN	Director, Department of Sociology, University of Kentucky
LEONARD BURKETT	Professor, Elementary Education, Morehead State University
BOB CAUMMISAR	Attorney, Legal Aid, Grayson, Kentucky

JOHN CHATFIELD	District Manager, (HEW) Social Security Administration, Portsmouth, Ohio
RICHARD CORTRIGHT	Division of Adult Education, National Education Association, Washington, D.C.
THOMAS COYNE	Associate Professor of Finance, College of Business Administration, University of Akron
MILAN DADY	Head, Elementary Education, Director, Paraprofessional Workshop, E.P.D.A., Morehead State University
JAMES DECK	Director, Adult Education, West Virginia State Board of Education, Charleston, West Virginia
ADRON DORAN	President, Morehead State University
JERE FARLEY	Educational Relations Specialist, Tennessee Valley Authority, Knoxville, Tennessee
MARLON FERRAL	Branch of Occupational Test, Development, Manpower Administration, U.S. Department of Labor
CHARLES FOLTZ	Education Director, Appalachian Regional Commission, Washington, D.C.
GARNET JOHNSON	Executive Assistant to the Commissioner-Economic Security, Frankfort, Kentucky
MICHAEL JOHNSON	Director, Legal Research, Morehead State University
ROBERT LEWIS	Youth Specialist, Pennsylvania State University
RICHARD MALCOLM	Area Supervisor, ABE, Wayne, West Virginia
JOSEPH MANGANO	Chief, Bureau of General Continuing Education, Albany, New York
HOWARD McCLUSKY	Professor of Adult and Continuing Education, University of Michigan
DOROTHY MINKOFF	Director, Adult Education Resource Center, Newark State College
WALLACE NAVE	Assistant Professor, Department of Adult Education, North Carolina State University
MORRIS L. NORFLEET	Vice President, Research and Development, Morehead State University
THELMA ORR	Director, ABE Recruitment Research Program, Nicholson, Georgia
JOHN PARKS	Medical Director, Comprehensive Care Center, Lexington, Kentucky
DOUG SCUTCHFIELD	Director, Continuing Professional Education, Morehead, Kentucky
MAURICE SEAY	Professor of Educational Leadership, Western Michigan State University
ELMER SMITH	Deputy Regional Commissioner, Social and Rehabilitation Services, Charlottesville, Virginia
LOIS BURRILL SMITH	Test Editor, Harcourt, Brace, and World, Inc.
HAROLD STEEL	Educational Consultant, Office of Economic Opportunity, Frankfort, Kentucky
LILLIAN TROLL	Senior Research Associate, Merrill Palmer Institute
ERNEST WALKER	Education Specialist, Council of the Southern Mountains, Berea, Kentucky
JACK WELLER	Presbyterian Minister at Large, Contemporary Writer, Hazard, Kentucky

C. ADULT BASIC EDUCATION GUIDANCE AND COUNSELING WORKSHOP

PURPOSE

The primary purpose of the Adult Basic Education Guidance and Counseling Workshop was to create among adult basic education counselors a general awareness of principles and techniques used in the counseling of adults.

One of the major problems in adult counseling that has emerged is that anyone who works with adults considers himself a counselor. This problem has been compounded by the lack of special training for adult counselors and by failure to identify special competencies needed by adult counselors.

PROCEDURES

In order to improve adult basic education guidance and counseling skills, an intensive one-week residential workshop was planned which would enable each of the twelve (12) participants to become knowledgeable about the unique problems of counseling disadvantaged adults. This was accomplished as follows:

1) AN ADULT BASIC EDUCATION IN-SERVICE PROGRAM KIT FOR TEACHER AWARENESS IN GUIDANCE AND COUNSELING, developed at the University of Texas, was utilized in work sessions to evoke discussion and interaction among participants. The kit contains audio tapes, transparencies, slides, one 16mm sound film and a printed booklet which includes lesson scripts, articles, papers, and abstracts. Basically, the kit is divided into ten lessons. Each lesson calls for use of at least one audio tape and one transparency. An outline preceding each lesson specifies exactly which materials go with that lesson.

2) A NOTEBOOK OF READINGS related to adult basic education counseling was prepared with a section for students to record notes from the discussion on the guidance and counseling kit.

During the planning sessions for the workshop it became increasingly apparent that there were practically no materials related to counseling disadvantaged adults. An extensive survey of the literature produced a number of papers from a variety of sources. These papers were classified into four areas:

- adult characteristics
- testing adults
- counseling techniques
- classroom techniques

3) One day was devoted to a MICRO-LAB ON SELF UNDERSTANDING AND COMMUNICATIONS.

4) Competent RESOURCE PEOPLE in adult education, counseling, vocational education, and testing made presentations during the workshop.

RESULTS AND CONCLUSIONS

The workshop provided a great deal of information about the adult basic education counselor which should be of value in developing other training programs for adult counselors. It was found that:

- A definite need exists for training programs for adult counselors.
- The role of the adult counselor has not been clearly defined.
- Like public school counselors, the adult counselor spends much of his time in noncounseling activities.
- The primary responsibility of the adult counselor is to administer the testing program.
- The counselor does not have sufficient time to perform the counseling function.

The staff of the Adult Basic Education Guidance and Counseling Workshop were:

HAROLD ROSE	AABEDC
CHARLES RIDDLE	Guidance and Counseling, Morehead State University
ROBERT PETERS	Ohio State University
KATHERINE RIDDLE	Nutrition Specialist, Morehead
NELSON GROTE	Applied Sciences and. Technology, Morehead State Univer-
HAZEL WHITAKER	Testing, Morehead State University

D. IN-SERVICE TRAINING IN THE MODULES

The reader is referred to Manpower under the Demonstration section, and to individual module final reprots for a description of the continuing training of professionals in the field units.

E. PARAPROFESSIONAL TRAINING

In addition to the formal training activities of the center, information has been collected from the Virginia, Ohio, and Georgia modules on the use and training of paraprofessionals as recruiters, teacher aides, and counselor aides. This information is outlined in the Demonstration section of this report.

In summary, the Appalachian Adult Basic Education Demonstration Center has developed a graduate program in adult and continuing education at Morehead State University; trained ABE teachers, administrators, and counselors in short-term workshops; and trained paraprofessionals as recruiters, teacher aides, and counselor aides in addition to training professionals in field unit activities.

ABE in West Virginia

Home Instruction in Ohio

At the Regional Board of Directors Meeting

Personal Development in Kentucky

FRANKLIN, MARION, WINSTON, COLBERT, & TISHOMINGO (Miss.) COUNTIES

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VICE-PRESIDENT

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RED BAY
TREASURER

Bear Creek Watershed Association
P. O. Box 310
Telephone 356-2116
Red Bay, Alabama

JAMES (JIM) BYRAM
RED BAY
RESOURCE DEVELOPMENT SPECIALIST

DOROTHY HARRIS
RED BAY
EXECUTIVE SECRETARY

REV. JOE HUGHES
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"Complete Unified Development of all Resources for all the people"

RECEIVED
JUL 18 1969

Mr. George W. Eyster, Executive Director
Appalachian Adult Basic Education Demonstration Center
Morehead, Kentucky 40351

Dear Sir:

This is in reference to the "Learning Laboratory" now in operation in Bear Creek, Alabama.

This project is important because it is a great step toward fulfilling the need for adult educational opportunities in the Bear Creek area.

We feel this project is important, too, because it demonstrates what can be done when federal agencies, state agencies, citizen's organizations, and private industry work together toward a common goal. The atmosphere could not have been more congenial nor efforts more coordinated.

We wish to commend you and the Appalachian Adult Basic Education Demonstration Center for the technical and financial assistance which made this project possible.

We look forward to our continued association.

Yours very truly,

David Morrow

David Morrow, President
DM/dh
July 15, 1969

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RUSSELLVILLE
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HUMAN RESOURCES WORK GROUP
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CHEROKEE
CHAIRMAN

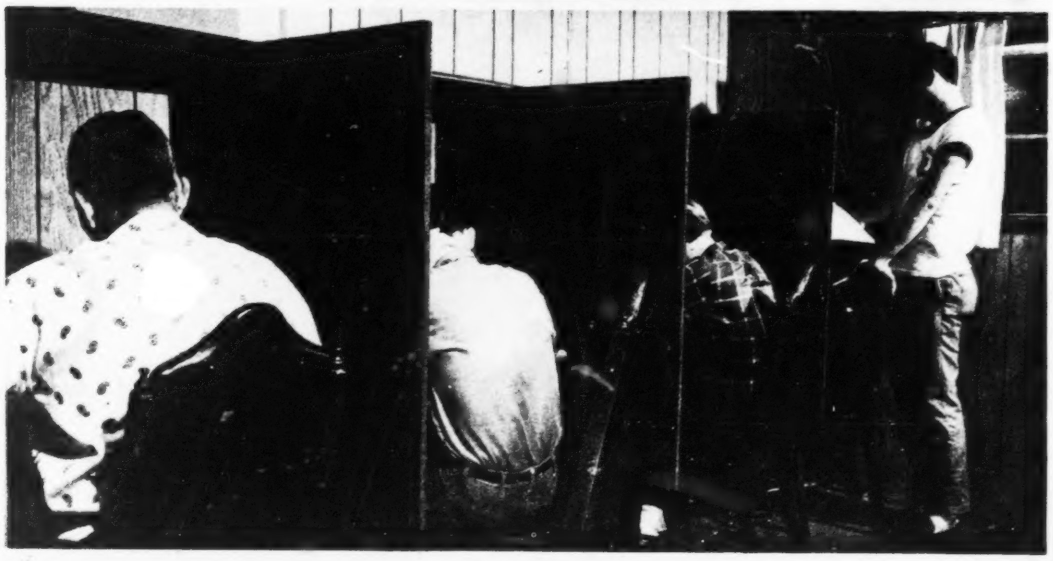
TVA
TAD

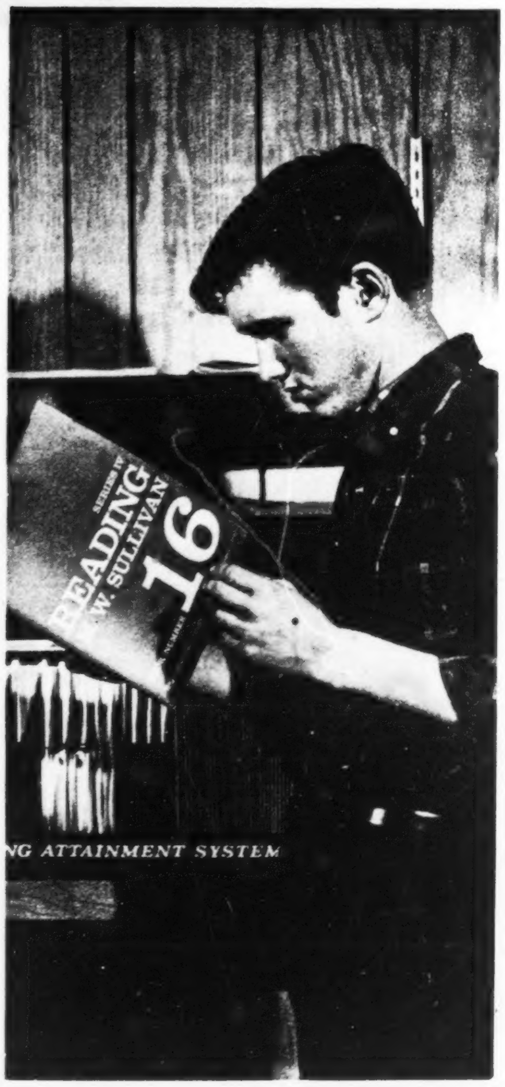
TRIBUTARY AREA DEVELOPMENT
NEWSLETTER

TENNESSEE VALLEY AUTHORITY, KNOXVILLE, TENNESSEE 37902

Newsletter No. 77
May 1969

NEW LEARNING LAB AIDS ADULTS IN BEAR CREEK





Adult students diligently pursue their individual studies in the new "do-it-yourself" learning laboratory which opened recently in the Bear Creek watershed in northwest Alabama. Students select materials programmed to their present learning level (bottom right), study in private compartments (bottom left) or at open tables (top), get help from the lab coordinators when they need it, and progress at their own pace.

MOREHEAD STATE UNIVERSITY
MOREHEAD, KENTUCKY 40351

January 20, 1970

Dr. John Duncan, Dean
Graduate Programs
Morehead State University
Morehead, Kentucky

Dear Dr. Duncan:

The Graduate Committee of the School of Education has approved and forwarded to the Graduate Council a proposal for the creation of The Master's Degree in Adult and Continuing Education. I join with the Graduate Committee in enthusiastically endorsing the proposal.

A review of existing graduate programs reveals that our graduate studies are currently serving the needs of personnel certified in the elementary and secondary schools. The Master's Degree in Higher Education is the only exception. Social changes in recent years have created a number of non-certifiable positions in social services, business, and other facets of our society. There is a need for personnel prepared adequately to fill these new positions.

The proposed Master's Degree in Adult and Continuing Education creates a structure with sufficient flexibility that Morehead State University can meet the needs of people preparing for the new positions. With a core of courses in Adult Education, numerous areas of emphasis can be developed by the various schools of the University.

If you deem it desirable, I would like to suggest that you invite Mr. George Eyster to the Graduate Council as a resource person as they consider this proposal. Mr. Eyster heads a highly qualified staff that is currently available for the instructional component of the proposed program without additional cost to the University.

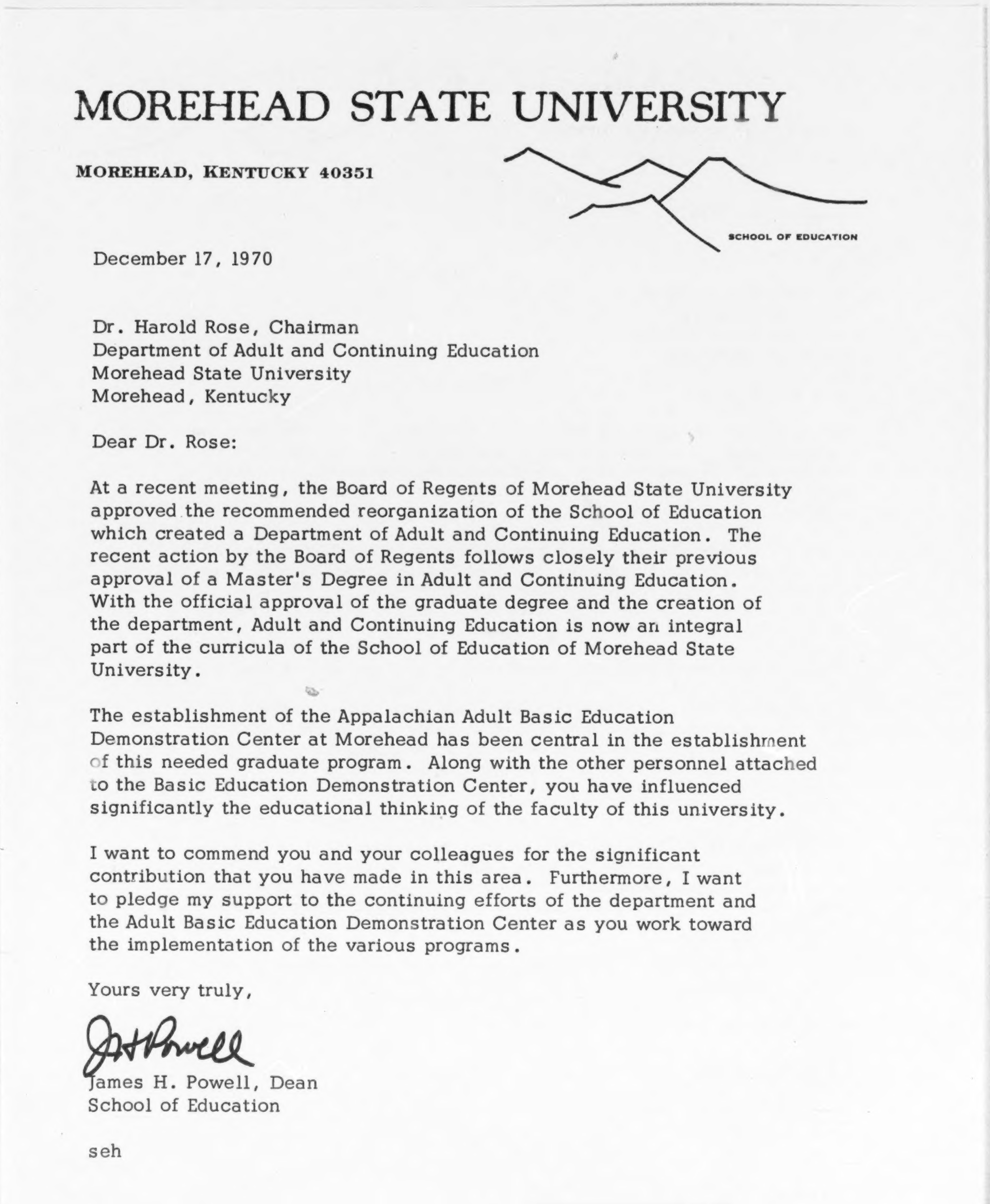
If I can be of further assistance in the acceptance of this proposal, please contact me.

Yours very truly,

JH Powell
James H. Powell, Dean
School of Education

ba

cc Mr. George Eyster



MOREHEAD STATE UNIVERSITY

MOREHEAD, KENTUCKY 40351

SCHOOL OF EDUCATION

December 17, 1970

Dr. Harold Rose, Chairman
Department of Adult and Continuing Education
Morehead State University
Morehead, Kentucky

Dear Dr. Rose:

At a recent meeting, the Board of Regents of Morehead State University approved the recommended reorganization of the School of Education which created a Department of Adult and Continuing Education. The recent action by the Board of Regents follows closely their previous approval of a Master's Degree in Adult and Continuing Education. With the official approval of the graduate degree and the creation of the department, Adult and Continuing Education is now an integral part of the curricula of the School of Education of Morehead State University.

The establishment of the Appalachian Adult Basic Education Demonstration Center at Morehead has been central in the establishment of this needed graduate program. Along with the other personnel attached to the Basic Education Demonstration Center, you have influenced significantly the educational thinking of the faculty of this university.

I want to commend you and your colleagues for the significant contribution that you have made in this area. Furthermore, I want to pledge my support to the continuing efforts of the department and the Adult Basic Education Demonstration Center as you work toward the implementation of the various programs.

Yours very truly,

JHPowell

James H. Powell, Dean
School of Education

seh

VABE - AM 70/13
January 15, 1970

ADMINISTRATIVE MEMORANDUM

TO: Local ABE Supervisors

FROM: Gordon H. Fallesen, Supervisor of Adult Education
Phyllis F. Byrd, Assistant Supervisor of Adult Education
Claiborne R. Leonard, Assistant Supervisor of Adult Education
William M. Moore, Assistant Supervisor of Adult Education
William C. Pursley, Assistant Supervisor of Adult Education

SUBJECT: Counselor Aides

Since student recruiting is one of the major problems facing all ABE Program Administrators and since many requests have been made concerning the availability of funds for this purpose the following plan has been devised:

When recommended in writing by one of the state staff members, a counselor, aide may be hired. The duties of this person will be to recruit new students for the program and to follow up absentees. The counselor aide may only be employed when enrollment is such as to justify special recruiting methods and then only if funds are available within the approved local ABE budget.

Funds assigned for teacher aides are to be used, when approved, for this purpose.

If a counselor aide is approved, this position is to replace one teacher aide.

June 22, 1970

Mr. Maurice Seay
3108 Sangren Hall
Western Michigan University
Kalamazoo, Michigan 49001

Dear Mr. Seay:

In answer to your request of June 12, 1970 relative to the evaluation of the Appalachian Adult Basic Education Demonstration Center at Morehead State University, Morehead, Kentucky, that you are currently assisting.

The AABEDC has been of real value to West Virginia through consultant services, program direction and evaluation, special projects and assistance, and in general the agency we have called on when we needed help. Add to this last year's teacher training institute and the many conferences conducted by the Center enabling the ABE people from Appalachia to get together the exchange of ideas, and you have a measure of the value the Center has been to our State.

Now to be specific in answer to the three questions.

1. Many persons from the Morehead Center have worked with us in developing ABE projects. The first Learning Center for our State was proposed, in a project, by the Center. The project was not funded through the Center, however, the Center was established with State funds. Now we have 18 such Centers.

   A tri-county ABE Student Follow-up Program has been funded for the second year through the Center. Close working relationship prevails and we expect to collect some important data through this project.

2. The answer to number 2 is yes and is contained in answer to number 1.

3. I would hesitate to be specific in answering this question.

The Morehead Center grows in value and importance as the clearinghouse and center of operation and outreach for ABE in Appalachia. Let's keep it open and growing.

Sincerely yours,

James B. Deck, State Supervisor
Adult Basic Education

JBD:jch
cc: Mr. George Eyster
Mr. Fred W. Eberle
Mr. Lowell W. Knight

OCT 7 1970

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

R. A. HORN, DIRECTOR
DIVISION OF FEDERAL ASSISTANCE
TITLE I
ADULT BASIC EDUCATION
MIGRANT PROGRAMS
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

October 6, 1970

Dr. George W. Eyster, Executive Director
A.A.B.E.D.C.
Morehead State University
Box 1353
Morehead, Kentucky 40351

Dear George:

In answer to your question concerning the efforts of the A.A.B.E.D.C. Project in adult basic education in Ohio, there are several areas in which your project has been of assistance.

Specifically, I refer to the following areas:

1. Use of Paraprofessionals. The use of paraprofessionals in the mini-lab and in home instruction has given us much insight into possibilities for expanded use of paraprofessionals. A number of other programs are capitalizing on the experiences of Scioto Valley.

2. There are additional ABE programs now functioning in Appalachia which can be attributed in part to the interest created in the AABEDC Project.

3. The recruitment packet has been of considerable assistance to a number of our programs.

4. The various inservice training efforts funded through the AABEDC have helped to provide for a more qualified staff.

5. Perhaps one of the most significant results and one most difficult to measure has been the opportunities for ABE directors from all of Appalachia to have the opportunity to meet together to discuss programs, problems, etc. Many ideas have been gained from such experiences.

I would not want to close without mentioning our appreciation for the support and spirit of cooperation that has been given us by you and your staff. It has been a real pleasure to have been associated with AABEDC and we look forward to a continued relationship in future endeavors.

Sincerely,

James W. Miller, Section Chief
Special Programs

The Clipboard

Number 8 – March, 1970

DIVISION OF FEDERAL ASSISTANCE

STATE OF OHIO
DEPARTMENT OF EDUCATION

COLUMBUS, OHIO 43215

Pike County
Scioto Valley Local Schools

Individualized Instruction for Rural Adults

Many southern Ohio adults are taking advantage of basic instructional programs geared to meet their individual needs and goals. The reason is that school districts in Pike, Ross, Scioto, Lawrence, Adams, and Gallia counties have initiated two types of Adult Basic Education programs that are new to rural areas–the *Learning Lab* approach and *Arm Chair* instruction. Both programs provide flexible, individualized learning situations.

The participating school districts are involved in a thirteen-state demonstration research project sponsored by the Appalachian Adult Basic Education Demonstration Center (AABEDC) of Morehead State University, Morehead, Kentucky, in cooperation with the Ohio Department of Education. In Ohio a major component is training ABE personnel, both professional and paraprofessional, in the effective use of programmed and other self-instructional materials.

Learning Lab Approach

After success was experienced by the Scioto Valley Adult Learning Lab during the 1968-69 school year, similar programs were established in nearby rural areas. Combining federal, state, and local resources, five additional learning centers were set up in Ross, Scioto, and Lawrence counties.

The centers in Lawrence and Ross counties are open four evenings per week, while the two Scioto county centers have day and evening programs. Trained paraprofessionals, provided through the Morehead project, operate the daytime labs. Each of these persons is supervised by a lab coordinator who acts as a resource person for the day program and who operates the lab in the evenings.

Student reaction to the individualized program has been excellent. In each of the six centers enrollment and attendance are on a steady increase.

Learning center staff personnel indicate that the programmed and self-instructional materials are conducive to meeting the varying needs of students; that they can handle larger groups in a lab setting than in a conventional class; and that they get to know their students better.

Arm Chair Instruction

Five days a week trained paraprofessionals load their autos with instructional materials and travel over back roads, up hollows, and over hills to reach Arm Chair students. This approach helps to solve a major ABE problem–that of reaching undereducated persons, especially those on the poverty level.

The home visits, a part of the AABEDC project, are made by three local women who were trained in the use of programmed instructional materials and evaluation techniques. Training was also related to recruiting, counseling, and referral services.

Last September the three women conducted a recruiting drive in their respective counties–Pike, Scioto, and Gallia. They used all available resources including community agencies, radio, newspapers, telephone, and postal services. They not only enrolled persons for Arm Chair instruction, but helped increase Learning Lab enrollment.

Each home instruction aide, working under the direction of the project coordinator, serves from fourteen to twenty persons per week and has a waiting list of clients. She visits each student one or two times per week and spends from one to three hours per visit. Self-instructional materials are left with the students, who complete assignments before the next visit. Study logs indicate that students spend from six to forty hours per week studying.

The aides, and Learning Lab coordinators, have observed many dramatic changes in the homes and lives of their students. In some cases, whole families are affected. Many ABE parents take more interest in their children's education and provide assistance and encouragement previously lacking.

too old to learn?

by Husain Qazilbash

Does intelligence decline with age, or is the frequently measured decline in intelligence with age a function of factors not necessarily related to the aging process? For example, is it possible that continuous participation in information-seeking activities contributes to the measurement of "general" intelligence as commonly measured by IQ tests?

A prevailing belief in our society is that one's intelligence, like most other psychological and physiological abilities, declines with age. The aphorism "you can't teach an old dog new tricks" sums up the prevailing cultural bias.

The basis for this widespread belief in our culture is, at least in part, the result of several major psychological studies. The following three conclusions were drawn from the studies in the field of adult learning.

- Thorndike concluded that "adults can learn but at a slowly declining rate of about one percent a year from age 45-70 years."[1]
- Wechsler concluded "nearly all studies dealing with the age factor in adult performance have shown that most human abilities, in so far as they are measurable, decline progressively after reaching the peak somewhere between ages 18-25. The peak age varies with the ability in question, but the decline occurs in all mental measures of ability including those employed in tests of intelligence."[2]
- Shock concluded that "there can be no doubt that average raw scores attained on intelligence type tests diminish with increasing age. The decline in average scores begins in the twenties and continues at an increasing rate up to age 60; the extent and nature of decline in performance beyond age 60 is still uncertain."[3]

The above three statements and the conclusion of Miles and Miles,[4] Jones and Conrad,[5] Thorndike,[6] and Pacaud,[7] that intelligence declines with age, are based on cross-sectional studies on the change in intellectual achievement of adults.

In Johnstone and Rivera's study, one of the reasons adults gave when asked why they do not participate in adult education programs was "I am too old to learn."[8]

The conviction that intelligence of older people does decline has important individual and social implications.[9]

First, those who are responsible for providing funds for educational programs for adults may show a reluctance to do so if convinced that these funds will be ineffectively utilized.

Second, adults who believe that their mental capacities have become seriously reduced will neither demand educational programs nor participate in them on any large scale.

Third, people responsible for the development of educational programs for older adults will not put forth their optimum efforts to design such programs if they believe that the programs will be of little educational significance.

Data are available to support the proposition that adults with a high level of formal education do not show a decline in intelligence over time.

Owens in 1919 gave the Army Alpha Intelligence Tests to 363 freshmen students at Iowa State University. The subjects were 19 years old; 127 of the same subjects were retested with the same test at age 49. Four of the eight subtests were not appreciably changed with age, and four subtests showed an increase with age.[10]

Owens pointed out that the major gains at the time of retest were found in information and vocabulary tests. Findings from certain cross-sectional studies also show that vocabulary improves with age among more able adults.[11]

Owens (1959) assessed the role of initial ability and subsequent change in intellective ability.[12] In 1966 he was able to retest 97 of the 127 subjects at an average age of approximately 61 years. He found that none of the subtest scores changed significantly from the age of 49. Owens also reported that verbal and knowledge scores did not decline during the two testings but there was a slight decline in numerical scores.

In the study of Birren and Morrison[13] the level of formal education was a crucial factor in the general component of overall intellective ability, and there was no decline in intelligence test scores.

Pressey and Kuhlen[14] showed that scores on general ability tests were different for men of different types of occupations and they concluded that school and job training increases the ability of adults to score well on intelligence tests.

Norris reported that the older adult appears less successful with some types of test content than with others; he, however, attributed the differential decline to the fact that the quality and specificity of vocational experiences of adults affects test scores of some abilities.[15]

Nisbet (1957)[16] reported a study of student training of teachers in Scotland who were tested in 1930-34 at an average of 22.5 years and were retested in 1955 at an average age of 47 years. The test was a shortened version of The Simplex Group Test, which is composed of 14 subtests in two general categories: verbal and numerical.

In every one of the subtests, the scores increased with age and in 13 of them, differences between the two tests were statistically significant. The improvement was less marked in the numerical subtests than in the verbal ones.

That the level of formal education positively correlates with level of performance on intelligence tests is well established.[17] Lorge demonstrated the relationship between level of formal education and level of performance on intelligence tests in a 1941 follow-up of boys first tested in 1921 in the 8th grade. In 1941 those boys who had received additional schooling performed better on the tests than their equally intelligent peers at age 14 who had never gone beyond grade eight.[18]

Botwinick points out that the level of education and intellective functions are highly and positively correlated. He further holds that " . . . it may be seen by these data, especially by the large general component, that the education of a person appears more important than the age of the person in relation to mental ability. It is very clear that it is important to evaluate the role of education in considering the effects of age."[19]

Thus, from the above discussion it is concluded that general intelligence of adults with higher levels of formal education does not decline with increasing age, and the empirical evidence is available to support the proposition that adults with a higher level of formal education engage in more information-seeking activities.[20]

Brunner in summarizing the research pertaining to participation in adult education concluded "as one's education increases, so does his participation."[21]

Johnstone and Rivera concluded that a typical participant in adult education could be identified by the following characteristics: "younger than average adult (80 per cent were under 50 years of age), better educated than the average adult (an average

Continued on page 54

HUSAIN QAZILBASH is Curriculum Specialist and Assistant Professor of Adult Education at the Appalachian Adult Basic Education Demonstration Center, Morehead State University, Morehead, Kentucky. Mr. Qazilbash, a native of Pakistan, is currently engaged in research on the dialects of the Appalachian region.

By Don F. Seaman

Adult Basic Education *Via* *The Appalachia News*

The use of the newspaper in teaching undereducated adults is not a relatively new development. According to Ulmer, teachers have long realized that the local newspaper is virtually a cornucopia of teaching materials.[1] If a local newspaper is not available, a teacher may subscribe to *News for You,* a weekly newspaper published especially for undereducated adult students by the Syracuse University Press.[2]

However, a recent development in providing a newspaper designed for undereducated adults is noteworthy for several reasons. This publication, *The Appalachia News,* is printed weekly at the Vocational and Technical Education Center, Itawamba Junior College, Tupelo, Mississippi. The newspaper originated through a demonstration project funded by the Appalachian Adult Basic Education Demonstration Center, Morehead State University, and is provided to undereducated adult students in the twenty-county Appalachian region of Mississippi.

A unique feature of *The Appalachia News* is that the articles are written on various reading levels ranging from the first-grade to the eighth-grade level. Thus, although the more advanced adult basic education students can read the entire paper, there are certain articles specifically designed for those students on the lower levels who are limited in their reading abilities. The reading levels of the stories are determined by Miss Donna Hobson, editor, with special assistance, when needed, from Dr. S. Gale Denley, Assistant Professor of Journalism, University of Mississippi, and consultant to the project.

Because of the different kinds of articles, teachers are able to utilize *The Appalachia News* in a variety of ways in the adult basic education classroom. For example:

1. **Teaching several skills in one lesson. Each edition contains a recipe for food indigenous to the local geographic area, e. g., Boiled Greens, Peanut Butter Pudding, Applesauce Sweet-potatoes, etc. By utilizing these recipes, one teaches reading (pronunciation and comprehension), writing, computation (measuring, mixing, timing), and occasionally, new meanings for words already being utilized by the students.**
2. **Teaching self-expression. After reading articles containing national or state news, e.g., "Insurance Rates to Increase," "How to Get Foodstamps," or "Tornado Rips Northeast Mississippi," students are encouraged to discuss the importance or meaningfulness of these articles. Not only does this help a student keep up with the world around him, but it also increases his confidence in his ability to engage in meaningful conversations with other adults.**
3. **Making teachers out of the students. Frequently, articles of a "how to" nature are written, e. g., "How to Get into an Automobile," "How to Clean the Bathtub," or "How to Save a Life" (artificial respiration). By selecting one or two students and helping them prepare a demonstration, the teacher not only introduces variety into the teaching process, but also allows the demonstrators to raise their self-esteem in the eyes of the other students.**

Many of the teachers who use this newspaper state that the most popular feature is the crossword puzzle. Students turn to this item immediately upon receiving their copy, and when they have completed all of the words they know, ask the teacher to check their work. To be able to complete a crossword puzzle actually becomes an important goal for many of the undereducated adult students, particularly when the answers are all counties or towns in Mississippi. One can realize how easy this makes the teacher's task of teaching vocabulary, word meanings, and other related phenomena.

The Appalachia News has become so popular that after one year there are now about 5000 copies distributed weekly to students in the adult basic education program in Northeast Mississippi. According to some teachers, students look forward to receiving this newspaper more than any other aspect of attending class, and its value in their sharing news and ideas with the other members of the family is immeasurable.

---

[1] R. Curtis Ulmer, *The Disadvantaged Adult.* National Association for Public School Adult Education, 1968, p. 103.

[2] *Ibid.*

DON F. SEAMAN *is Assistant Professor, Adult Education, Mississippi State University.*

NPR
NEW READERS PRESS BOX 131 • SYRACUSE, NEW YORK • 13210 (315) 476-3576
Division of Laubach Literacy Publishers of News for You, a Weekly Newspaper, and Books for New Readers

July 1, 1970

Ms. Donna Hobson
THE APPALACHIA NEWS
Itawamba Junior College
Vocational and Technical Education Center
Tupelo, Mississippi 38801

Dear Ms. Hobson:

I am enclosing several copies of the issue of NEWS FOR YOU in which we announce the winners of the newspaper contest. You will notice that THE APPALACHIA NEWS received Honorable Mention among the printed newspapers produced by educators.

Congratulations on the fine job you are doing. We hope you will enter the contest again next year.

Sincerely yours,

Caroline Blakely

(Mrs.) Caroline Blakely
Editor, NEWS FORYOU

CB/sc

JAMIE L. WHITTEN
2D DIST., MISSISSIPPI
2413 HOUSE OFFICE BUILDING

MEMBER:
COMMITTEE ON APPROPRIATIONS

SUBCOMMITTEES:
AGRICULTURE—CHAIRMAN
DEFENSE
PUBLIC WORKS

Congress of the United States
House of Representatives
Washington, D.C. 20515

July 24, 1970

Miss Pamela Kay Underwood
Pontotoc
Mississippi 38863

Dear Pam:

It was with a special interest that we read the enclosed clipping in the Appalachia News recently.

Your courage and perseverance is certainly to be commended, and your example, I am sure, is an inspiration to others. I also believe the Adult Education program has a very worthwhile purpose, and I am glad you have found it helpful.

I want you to know that I would be glad to hear from you if ever you see I could be of assistance in any way.

With warm regards,

Sincerely,

Jamie Whitten

Jamie L. Whitten, M.C.

JLW/sp

OCT 7 1970

THE UNIVERSITY OF MICHIGAN

School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48104

October 5, 1970

Mr. George W. Eyster
Executive Director
AABEDC
UPO Box 1353
Morehead State University
Morehead, Kentucky 40351

Dear George:

Thank you for your letter of September 18.

About mid-July this past summer (1970) I was invited to prepare the Background Paper on Adult Education for the 1971 White House Conference on Aging. The deadline for submitting a draft copy of the paper was September 15. This early deadline will enable the Washington staff to make a final version of the paper available for the use of various community and fifty State Level groups throughout the country in formulating recommendations and statements of policy which in turn will provide the material from which an agenda for the November 1971 White House Conference will be derived. Since the 1971 Conference will be followed by a year of implementation you will understand why the paper will have a part to play in a two year period of activity.

I thought you might be interested in knowing how my association with the Kentucky and AABEDC Evaluation studies has contributed to the preparation of the Background Paper and will continue to help in my role as consultant on Adult Education to the White House Conference program.

In the first place, as you are aware, the rate of participation in Adult Basic Education programs is the lowest for Older Persons than for any other age segment of the population. Since the Basic Skills are pre-requisite to any other level of instruction, I argued in my paper that Adult Basic Education should have the highest priority in any program of education for Older Persons. Obviously the Kentucky and AABEDC studies provided ample support for this point.

In the second place, regardless of the age of the client, the overarching problem in ABE is that of reaching the vast numbers of nonparticipants. Typically, as you well know, the person in greatest need of ABE, is outside the usual channels of communication and the mainstream of community involvement. As a consequence special and often drastic measures must be undertaken to (a) locate and (b) recruit him, (c) counsel him once he is recruited and (d) adjust instruction to his needs, interest and ability to respond. But again if reaching the nonparticipant is a difficult problem at any age it becomes much more so in the Later Years.

In attempting to meet this issue head on, it soon became apparent that my observation of the 'outreach' dimension of both the Kentucky and AABEDC programs would be extremely useful. More specifically, I refer to the projects in recruiting (especially North Georgia), the decentralized teaching locations, the mobile mini-labs, use of indigenous paraprofessionals in homebound instruction, counselling, directing (under supervision) drop-in centers (Kentucky, Ohio, etc, as well as Morehead headquarters). In fact I believe that the section on 'Researching, Recruiting and Involving' the nonparticipant Older Person is the strongest section of my Background Paper, in large part due to the 'on location' visits to AABEDC module programs as well as conversations with the module leaders and your headquarters staff at Morehead.

Finally, my work with the Kentucky and AABEDC studies has provided further evidence for the fact that it is never too late to learn, a point which always intrigues me as an adult educator, but especially as a psychologist interested in adult learning. You may recall that at your 1969 summer conference which I addressed on August 1, I made a special request for examples of adults who had learned to read, write and compute and what these newly developed skills had contributed to their living and outlook. In response I received a number of very interesting reports, many of which I have used in teaching and writing. But one especially stands out. It is the story of the black lady who at 100 years plus had learned to read and write and for the first time was able to read her Bible, the letters from her wide circle of kinfolk, especially the great-grandchildren, how it had improved her family relations, what it had contributed to her enjoyment of and outlook on life!

The problem of education for the second half of the adult years (the age span to be covered by the White House Conference) of course has many other aspects which were also included in my paper. But as I have indicated above, in dealing with the two major issues of undereducation and nonparticipation (whether literate or not) I found my work with both the Kentucky and AABEDC studies to be highly relevant and immeasurably useful. I thought you would like to know that I will be able to feed the results of these experiences directly into the mechanisms, procedures and the two year program which the 1971 White House Conference on Aging is planning to utilize.

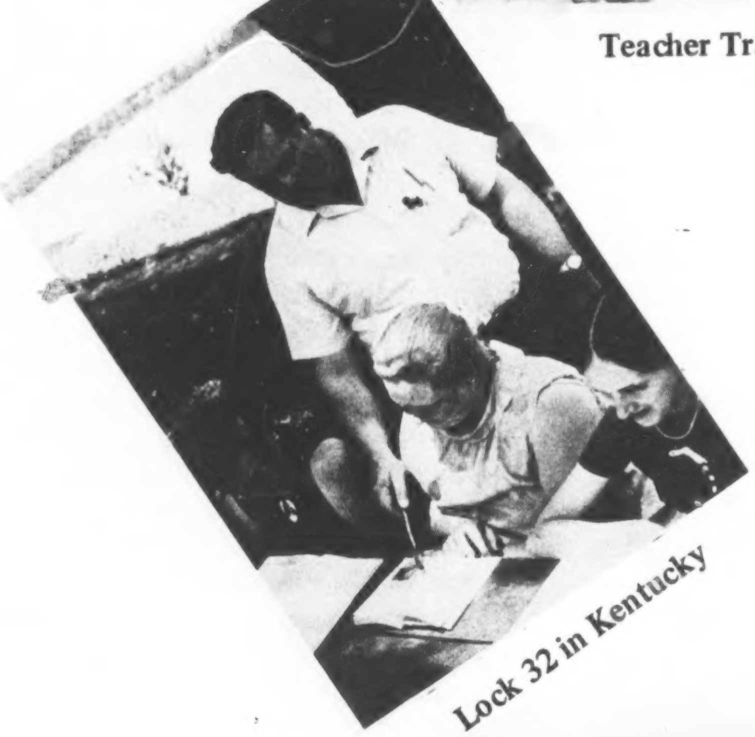
Sincerely,

Howard Y. McClusky

Howard Y. McClusky
Professor of Educational Psychology and
Consultant in Community Adult Education

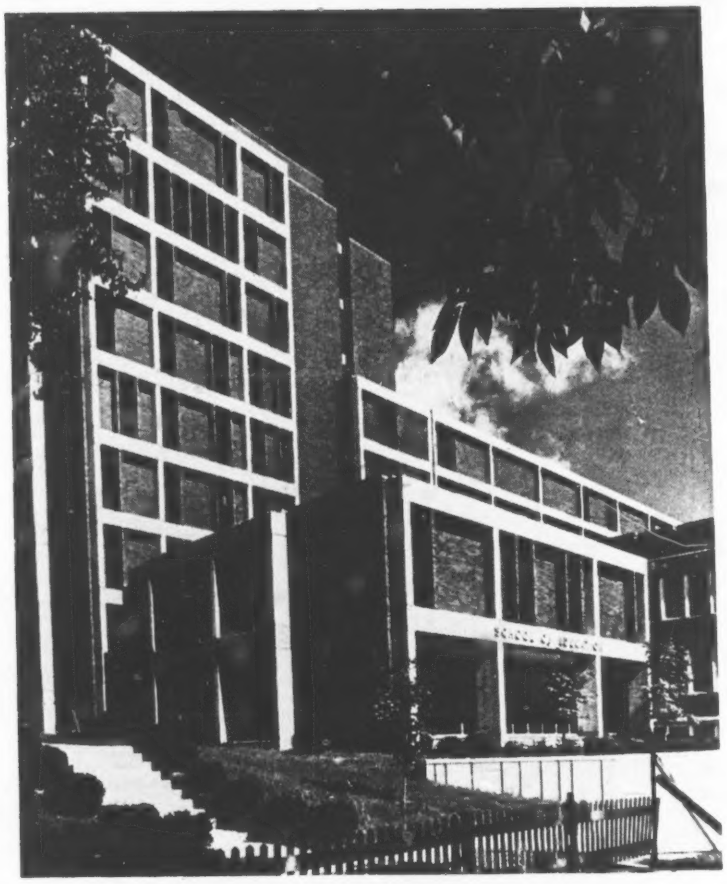
HYM:bym

Teacher Trainers at MSU



Lock 32 in Kentucky

Plotting the Dialect Study



Home of the AABEDC

III. THE RESEARCH FUNCTION

OBJECTIVES

1. To develop a diagnostic center to determine educational needs and learning difficulties.
2. To evaluate materials, methods, and concepts of ABE programs.

The AABEDC staff has recognized the existence of many problems in adult basic education which do not lend themselves to study through demonstration procedures. In order to gain information about these problems, a number of research studies have been conducted. In most instances, these research studies capitalize on the leadership structure and the adult basic education student population functioning within the Appalachian Adult Basic Education Demonstration Center. The information gained through research should provide additional insights into the basic education student and his educational program and also enable the Center to develop more effective demonstration modules. Following is a brief description of two studies which have been completed and five studies for which data has been collected and in some cases analyzed.

A. ADULT BASIC EDUCATION: A CASE STUDY IN GOAL DETERMINATION

GENE WALLACE SCHOLES

It was the purpose of this research: (1) to identify demographic characteristics of the adults in Appalachian adult basic education programs; (2) to determine the goals of Appalachian ABE students and to make an analysis of their goal achievement satisfaction; and (3) to explore the effects of Appalachian ABE programs on selected behavioral characteristics of students. To achieve the purposes of the study, the thirteen Appalachian states were divided into three distinct regions (north, central, and south), and the cities in these states were stratified on the basis of high urbanization, medium urbanization, and low urbanization. Nine ABE centers—one in each region at each level of urbanization—were then selected as being representative of respectively similar popultaions throughout Appalachia. An interview schedule was designed, pilot tested in two different ABE centers in Michigan, revised, and then administered by seven interviewers to 217 subjects at all three educational levels in Appalachian ABE programs. The resultant data was then returned to the University of Michigan, coded, keypunched, and statistically treated by item analysis and one-way analysis of variance computer programs.

The 217 students were asked to react to six goal statements during the interview situation in an effort to determine if they had come to ABE classes: (1) to learn to read and write; (2) to work for a high school diploma; (3) to meet different people; (4) to qualify for job training; (5) to help children with school work; or (6) to get a job or a better job. In most instances, it was reported that students attended ABE classes to achieve the high school completion goal; and, in most instances, more students were satisfied with this aspect of the program's efforts than with any other. The achievement of the literacy goal, the social goal, the vocational goal, the family goal, or the employment goal was not as desirable, according to most students in the sample, as the accomplishment of attaining a high school diploma. Apparently, in most cases, the state grant programs are not serving a clientele who require "elementary education" in terms of literacy goal accomplishment; but rather, serving a clientele who require "secondary education" in terms of high school completion goal achievement.

In terms of behavioral characteristics, it appears that the ABE program has not significantly affected whether or not a student takes a newspaper at home, owns a television set, has a driver's license, receives a physical examination, or holds a library card and visits a public library. It appears that a substantial majority (nearly, if not all) of those who exhibited the above characteristics have done so before participation in ABE classes.

The student demographic characteristics selected for study as having potential bearing on student goal orientation were: (1) student age; (2) student family size; (3) student employment status (hours worked per week and years of current employment); (4) years of regular school completed; (5) years in ABE classes; and (6) hours per week in ABE classes. Comparisons were made between these characteristics and the six base variables of geographic region, degree of urbanization, ABE program level, race, sex, and age. In terms of the student characteristics selected for study which might make some difference for goal determination among Appalachian ABE students, it appears that there are notable distinctions: (1) if a student attends classes in the north or central regions, or in the southern region of Appalachia; (2) if a student is at the beginning, intermediate, or advanced level in an Appalachian adult basic education program; (3) if a student is white or black; (4) if a student is male or female; and (5) if a student is in the age bracket of 18-25, 26-35, 36-45, 46-55, 56-65, or 66-and-over. On the basis of the demographic characteristics compared in this analysis, it appears to make little difference whether a student attends ABE classes in centers of high urbanization, medium urbanization, or low urbanization. Most students in the state grant programs, according to the sample studied, are white females over 40 years of age who have four members in their family, have held their current jobs for about 9 years, have completed about the seventh grade of regular school, have been attending ABE classes for approximately two years, and have spent a little over five hours per week in ABE classes.

B. A DIALECT SURVEY OF APPALACHIA

HUSAIN QAZILBASH

The purpose of this research was (1) To describe the linguistic structure of the Appalachian region in terms of functional vocabulary, misused words (as compared to the "standard English" used by radio and television), colloquial terms, and corrected functional vocabulary, (2) to study the relationship of education, urban contact, and media contact with functional vocabulary, and (3) to determine the relationship between such biosocial factors as age, sex, income, and the Appalachian dialect.

To determine the linguistic structure of the Appalachian region, nine subjects from eacch of the thirteen states were selected. These nine subjects were divided into three categories: (1) rustic, (2) modern, and (3) cultured speakers. The term *rustic* referred to older speakers with minimum or no education; the term *modern* was used for younger speakers with a high school education or its equivalent; and the term *cultured* referred to speakers of any age with a college education or its equivalent. Four native Appalachians, two male and two female, were trained to conduct the interviews throughout the region. An hour-long interview with each of the participants was conducted for a total of 117 hours of taped interviews. Each tape was then transcribed by trained typists. Each word from these transcripts was punched on computer cards. The data consist of 471,656 words.

This data was then transferred to magnetic tapes for computer analysis. The following analysis was obtained from the computer. (1) An alphabetized list of words and their frequency by respondents, providing the functional vocabulary of each respondent; (2) an overall alphabetized list of the data with word frequency for the region; (3) an overall alphabetized word frequency list of misused words and their correct forms; and (4) an overall alphabetized word frequency list of colloquial terms and their explanations. From the printout a list of corrected functional vocabulary was prepared by state and by type of speaker by subtracting misused words and colloquial terms from functional vocabulary.

To study the relationship of education and of urban and media contact, a questionnaire was administered to the respondent. The following information was obtained for analysis: (1) education, urban contact, and media contacts as independent variables; (2) functional vocabulary, misused words, and colloquial terms as dependent variables, and (3) age, sex, and income as control variables.

The analysis tor the study has been completed. The monograph will be available shortly. As expected, the functional vocabulary of cultured speakers was greater than of modern speakers, which was greater than of rustic speakers in Alabama, Mississippi, Ohio, Pennsylvania, South Carolina, and West Virginia. (There was variation in the order of the speakers' functional vocabulary in the remaining states.) The respondents in the state of Virginia had the highest functional vocabulary and those from the state of Kentucky had the lowest with a rather high incidence of misused words and colloquial words. The frequency of misused words in the Appalachian language was highest in North Carolina and lowest in South Carolina.

The rustic speakers used more colloquial words than did the modern speakers, except in the states of Kentucky, North Carolina, and Pennsylvania. The rustic speakers always used more colloquial words than did the cultured speakers.

Corrected functional vocabulary was hypothesized to increase with an increase in the degree of one's sophistication in terms of other variables. In general this hypothesis was supported.

The regional differences (north, middle, south) which are generally emphasized (at least geographically) in the Appalachian region, do not provide any additional interpretative explanation for the Appalachia linguistic structure. It was hypothesized that there would be other variables beyond the linguistic structure itself which would influence a person's functional vocabulary, misuse of words, and use of colloquial terms. The analysis of this part of the data has shown some interesting patterns which will be reported in the final research report.

C. THE RELATIONSHIP BETWEEN ANOMIE AND PARTICIPATION IN ADULT BASIC EDUCATION CLASSES

JAMES HENSLEY AND HAROLD ROSE

Anomie is a state of the individual within society in which his normative standards of conduct and beliefs are weak or lacking. Anomic tendencies are due to impediments in interaction, communication, and learning.

The purpose of this study was to examine the influence of adult basic education classes on anomic individuals. Two questions were central to the investigation: (1) Does particpation in adult basic education classes have an effect upon the anomic feelings of the participant? (2) What are the interaction effects between the demographic characteristics, anomie, and participation in adult basic education classes?

The measure of anomie used in the study is the anomic scale constructed by Leo Srole. In order to compensate for the low educational level of ABE students, the instrument was administered using an overhead projector and tape recorder. Data for this study were collected from the states of Alabama and Kentucky from students of different ages, both sexes, and in different ABE settings.

Preliminary of correlation analysis of data indicates that participation in ABE classes is highly related to the reduction of anomic tendencies of students.

D. THE STUDY AND DEVELOPMENT OF RELEVANT ABE CURRICULUM MATERIALS IN MATHEMATICS

KAREN COLE AND HAROLD ROSE

The emphasis in today's adult basic education class is "relevance", that is, fitting instruction in reading, writing, arithmetic, and other subjects to the adult's world and to his point of view. Since an adult is accustomed to thinking logically and practically and discarding facts which are not applicable to his situation, his learning material must have immediate value to his life situation. Many ABE teachers are now aware of the importance of curriculum materials which meet the needs of adults. ABE centers designed to meet the needs of adults are presently in operation and new centers are continually opening where needs and possiblities allow

The primary area of concern in this study was with ABE curriculum materials in arithmetic. The purpose of the study was to determine the degree of overlap between the type of adult basic education mathematic materials being used in the ABE classroom and the actual mathematical needs of ABE students.

More specifically, the objectives of the study were (1) to review existing mathematics material in adult basic education; (2) to determine the relationship between the mathematics actually used by people and the concepts covered in ABE materials; (3) to identify areas of need in the mathematics curriculum; and (4) to develop supplementary mathematics materials in neglected areas.

Data collection instruments were developed and a pilot study conducted. Students identified actual and desired uses of mathematics in their daily routines. A survey of existing adult basic education books was then made to identify materials similar to the students' routine encounters with mathematics. In most cases, some material could be found in each publication; therefore,one could conclude that adult basic education curriculum materials in mathematics are relevant. However, it would be impractical for an adult basic education program to buy the large number of mathematics books needed to find problems relevant to the wide range of individual needs. Each publication contained only a few such problems. Since most adult basic education programs purchase materials from only one or two publishing companies, it is unlikely that the available material is relevant for most students.

E. THE RELATIONSHIP BETWEEN ISOLATION IN APPALACHIA AND ATTITUDE TOWARDS EDUCATION

GEORGE GRASSER AND HAROLD ROSE

One of the major problems in the development of Appalachia has been isolation created by the mountainous terrain. The purpose of this study was to determine the extent to which geographic isolation affects the attitude toward education of people in Appalachia. Isolation was measured according to the type of road which served an individual's home and to the distance from the public school. Data were collected from a random sample of 110 people in one community through a structured interview. The data has not been analyzed.

F. A COMPARATIVE STUDY OF THE COMMUNITY PARTICIPATION ROLE OF SUCCESSFUL AND UNSUCCESSFUL ADULT BASIC EDUCATION TEACHERS

HAROLD ROSE

The purpose of this study, broadly stated, was to measure the intensity and nature of community participation of adult basic education teachers and to determine to what extent this participation is related to success as an adult basic education teacher.

Increased participation in organization should: (1) bring the teacher into contact with a greater number of potential students; (2) familiarize them with the atmosphere in which these pupils live; and (3) do much to change the image often held in the community of teachers as academic, impractical persons.

It appears logical that those who participate in an organization's activities are influential individuals since one is unable to influence others unless he is able to communicate with them. When an individual joins forces with others, his influence usually increases. Joining community organizations is an effective way of increasing and exerting influence for the average American. Through community participation, ABE teachers should be able to secure community support of the ABE program. Data have been collected and are currently being prepared for analysis.

G. INTERNALITY-EXTERNALITY AND PARTICIPATION IN ADULT BASIC EDUCATION

JAMES HENSLEY AND HAROLD ROSE

The concept of *internality-externality* refers to an individual's expectancy of control or lack of control over his environment. *Internality* refers to an individual who perceives positive and or negative events as being the consequences of his own actions. *Externality* pertains to an individual who believes that what happens to him in certain situations is unrelated to his own efforts. As compared to an "internal" person, who is apt to assume responsibility for his own destiny, an "external" person is likely to believe in luck, fate, or chance as the determinant of his outcome. In other words, such a person may possess a fatalistic or defeatist attitude. Many disadvantaged adults who are eligible for basic education programs have been described as being fatalistic or defeatist.

The purpose of this project was to determine if participation in adult basic education is related to the development of a more "internal" person. A preliminary analysis of the data indicates that a person who participates in adult basic education does assume more responsibility for his own destiny.

The research activities of the Appalachian Adult Basic Education Demonstration Center have centered on the ABE student or potential student in Appalachia. Information gleaned from these studies has been put to use in designing experimental programs—or demonstrations—which fit the clients and their environment. The studies discussed include: goal achievement in ABE; Appalachian dialect; the relationship of anomie and of internality-externality to participation in ABE; ABE mathematics materials; the relationship between attitude toward education and geographic isolation; and the participation of ABE teachers in community organizations.

IV. THE DEMONSTRATION FUNCTION

OBJECTIVES

1. To develop interrelationships between the Appalachian states utilizing new approaches in component objectives.
2. To coordinate multi-media television and radio components for regional promotion and community involvement.
3. To marshall human and institutional resources.
4. To develop a diagnostic center to determine educational needs and learning facilities.
5. To develop professional and paraprofessional training programs.
6. To develop a multi-media materials center serving Appalachia.
7. To evaluate materials, methods, and concepts of ABE programs.
8. To develop a learning laboratory for manpower training.

Table 5

DEMONSTRATION PROJECTS

STATE	DIRECTOR (s)	TOPIC
Alabama 1	E.C. Wilson	Development of VTR Curriculum Materials for ABE
Alabama 2	Sara Jo Wright	Business and Industry, Learning Center
Georgia	Thelma Orr	Recruitment
Kentucky 1	Lawrence Arnett	Liaison between Agencies, Learning Center
Kentucky 2	Walter Leonow Elwood Cornett	Driver Education for ABE
Maryland	James Kelly Meshach Browning	Typing Instruction for ABE
Mississippi 1	Larry Otis Wylie Wood	Low-Readability Newspaper
Mississippi 2	Larry Otis Wylie Wood	Mobile Learning Center
New York	Thomas Sanglier	Influence of Community School on ABE
North Carolina	Leland Cooper	Feasibility Study of the Effect of Self-Directed and Small Group Instruction on Self-Concept
Ohio	Max Way	ABE Home Study, Achievement in Learning Centers - Traditional Classrooms - Home Study, Teacher-Made Materials
South Carolina	Ronald Farley	Business and Industry
Virginia	Joseph Berry Gary Lowe	Counselor Aides
West Virginia	Richard Malcolm	Long-Range Follow-Up Study

TO DEVELOP INTERRELATIONSHIPS BETWEEN THE APPALACHIAN STATES UTILIZING NEW APPROACHES IN COMPONENT OBJECTIVES.

In conceptualizing the task of adult basic education as a basis for the development of experimental activities, the Appalachian Adult Basic Education Demonstration Center subdivided ABE into seven (7) components in FY '69. The seven components are:

A. OUTREACH
B. DIAGNOSIS
C. MANPOWER
D. MATERIALS AND CURRICULA
E. METHODS
F. COUNSELING
G. PLACEMENT AND FOLLOW-UP

As each experimental unit or module is developed, the local module staff worked with the AABEDC staff to develop objectives which demonstrated one, or at the most, two, AABEDC components in depth. The module staff, however, also was charged with demonstrating "good" ABE in the local area by including all of the seven components in the on-going ABE around which the demonstration revolved. In addition to the difficulties of developing a project design which lends itself to documentation and a clear look at the experimental component, there have been the normal problems of th local ABE teachers, administrators, and supporting sta with the every-day functioning of the ABE program. Meeting the needs of the ABE student involved in the project while dealing with the press of additional paperwork that the documentation of the demonstration required has been arduous. That most of our module staffs have succeeded in coping with program-versus-demonstration pressures successfully deserves the gratitude of the AABEDC staff. That a few have not been successful is understandable.

It should be noted that care has been taken to design projects that may be adapted to the on-going non-experimental program, attempting to avoid intensive treatment models which would be costly and therefore not applicable to regular ABE. Where an intensive treatment model has been studied, such as in the home instruction activities of the Ohio project, a cost analysis has been attempted. Also, care has been taken to develop projects which are not too specific to the local situation and therefore can be generalized.

The fourteen (14) AABEDC demonstration projects developed or continued in FY '69 will be summarized in this chapter by ABE component.

A. OUTREACH

Outreach has come to be defined in AABEDC projects as:

1. Recruitment
2. Retention
3. Liaison between Helping Agencies

1. Recruitment

The recruitment section includes overall data from all of the modules; a description of the AABEDC recruitment kit; a summary of the Georgia module; and information from other module reports.

About 1800 ABE students have been recruited and involved in the functioning of the fourteen 1969 AABEDC demonstration projects. (Appendix B contains an analysis of information gathered from AABEDC students by total group and by individual modules.)

ABE RECRUITMENT REQUIRES PERSONAL SUSTAINED CONTACT. When 1771 AABEDC students were asked how they were recruited, most of them (ninety percent) reported a personal contact as opposed to a media contact. Table 6 below shows the number and the percentage of students recruited by different methods.

Table 6

METHODS OF RECRUITMENT REPORTED BY AABEDC STUDENTS

	Number	Percent
1. Unknown	233	13.1
2. ABE Recruiter (incl. ABE teacher)	724	40.8
3. Friend	142	8.0
4. Student	83	4.6
5. Place of Present Employment	78	4.4
6. Newspaper	75	4.2
7. Northern Georgia Technical & Vocational School	69	3.8
8. N.Y.C. or Mainstream Supervisor	55	3.1
9. Announcement from School	39	2.2
10. Church Announcements	27	1.5
11. Welfare Department	25	1.4
12. School Officials	21	1.1
13. Sister or Brother	18	1.0
14. Other (Radio; Community Action Counselor; Telephone; Correctional Institution; Neighbor; Wife; Son or Daughter; Husband; Father or Mother; Cousin; Aunt or Uncle; WIN; OEO; Unemployment Officer; Volunteers; MSU Staff; Patient; Vista Worker; Youth Corps; Extension Service; Nurses Aide; Jaycees; Veterans Administration; Survey; Beauty Shop; Health Department)	182	10.2
TOTAL	1,771	99.4

It is obvious that the AABEDC recruiting experience reinforces the many sociological studies that define the lower economic level individual as person-oriented and out of user's contact with the communication systems of the general population. It is possible, however, that students who are functioning at the higher ABE levels, particularly those with relatively short preparation time needed for successful completion of the high school equivalency examination, may be recruited through the use of media. This is only to say that these students are functioning at a higher reading and listening level, and not an argument for total reliance upon the media for ABE recruitment at any level. In the AABEDC experience, media adds to person-to-person recruiting contact, but cannot replace it. The Adult Armchair Education (AAE) project of the Opportunities Industrialization Center, Inc. (OIC) of Philadelphia, recruiting for adult basic education in the inner city has had findings similar to the AABEDC study in a rural area.

a) RECRUITMENT KIT

TO COORDINATE MULTI-MEDIA TELEVISION AND RADIO COMPONENTS FOR REGIONAL PROMOTION AND COMMUNITY DEVELOPMENT, the AABEDC developed a recruitment kit in FY '69 to demonstrate how programs can supplement local Appalachian ABE personal recruitment efforts. The kit includes:

- A guide that stresses the use of the kit to supplement personal contact and gives detailed instructions on the use of kit items.
- Thirty-and sixty-second television spot announcements filmed in Appalachia and backed with an original country and western musical score with the theme of OPEN THE DOOR TO ADULT BASIC EDUCATION.
- Thirty-and sixty-second radio spot announcements in rock or the country and western music with the OPEN THE DOOR theme.
- A billboard design.
- A promotional letter design.
- Camera-ready newspaper ads.
- A news release design.
- A poster design.
- A pamphlet design.
- A cable television display card.
- A radio log sheet or script for the radio and television spots.
- Evaluation feedback instruments.

The AABEDC recruitment kit was distributed in 1970. The usage and evaluation of its parts will be reported in the FY '70 final report.

b) SUMMARY OF THE GEORGIA MODULE: RECRUITMENT

A two year (FY '68, '69) study of ABE recruitment in ten (10) counties of northeast Georgia compared different kinds of trained paid recruiters by:

- Total numbers of students enrolled.
- Percentage of recruiting contacts that were enrolled.
- Percentage of those enrolled who stayed in the program (retention).

The paid trained recruiters in the demonstration are compared in table 7 in order of success.

TABLE 7
GEORGIA MODULE:
SUCCESS OF ABE RECRUITERS, 1969

Recruiter	Contacts	Number Enrolled, 1969	Percent of Contacts Enrolled	Percent of Retention
ABE lay-teacher-aide	93	59	63.44	87
ABE teachers	123	70	56.91	87
Lay recruiters	238	66	27.73	77
Public school teachers	68	12	17.65	48
Lay-ABE student	434	64	14.75	74
VISTAS	245	9	3.60	NA
College student	26	0	0	0

THOSE RECRUITERS WHO WERE ACTIVELY INVOLVED IN THE ABE PROGRAM WERE MORE SUCCESSFUL BOTH IN RECRUITMENT AND IN HOLDING POWER THAN THOSE WHO WERE NOT.

It is the professional judgment of the AABEDC staff, however, that to use the moonlighting moonlighter, i.e., the ABE teacher, extensively in recruiting is not in the best interests of the ABE student. On the other hand, some involvement of the ABE professional staff in recruiting seems to be beneficial to both the quantity and quality of the ABE program.

Before the inception of the project there were 89 ABE students in the ten-county target area of Georgia as compared with 608 students enrolled in the second year of the project.

The paid trained recruiters have had a powerful indirect as well as direct influence on ABE enrollment and involvement in the area. In ’FY ’69 the paid recruiters (VISTAs not included) could claim direct responsibility for fifty (50) percent of the enrollees while volunteers and media together accounted for twenty-four (24) percent and personal contact of agency personnel accounted for the other twenty-six (26) percent. In other words, the combination of volunteers (including VISTAs), media, and agency personnel alone yielded one and one-half times more ABE students than were enrolled before the development of ABE staff for recruitment and follow-up. College-age recruiters, including ten (10) Vistas and two (2) college students, have had expectionally poor results in ABE recruiting and it might be recommended on the strength of the Georgia study that they should be used in other kinds of endeavors that take advantage of their strengths. Another recruiting problem seems to be that those who are not directly associated with the responsibility of the ABE program tend to misrepresent it in their enthusiasm, which leads to false hopes and subsequent dissatisfaction with the program of new students.

c) MODULE REPORTS

Those AABEDC modules which have not yet found support for recruiting and follow-up staff have had best results by utilizing the personal contacts of the staffs of other helping agencies and of industry. In addition to the full Georgia final report, the reader is directed particularly to the full Virginia final report for information on successful interagency recruiting efforts.

2. Retention

In F.Y. ’70, the retention component became a separate component. Most of the reporting in 1969 by the modules on retention included reasons reported by ABE students (1) for enrolling in ABE, and (2) for withdrawing from ABE. Research on the holding power of teachers was reported by the first Mississippi module in the F.Y. ’68 report.

Table 8 presents the reasons given by 1,554 ABE students for enrollment in ABE.

Table 8

REASONS FOR PARTICIPATION IN ABE

	Reason	Number	Percent
1.	Prepare for GED	590	37.9
2.	Better education in general	440	28.3
3.	General improvement of self	151	9.7
4.	To get a better job - promotion	78	5.0
5.	Learn to read and write	73	4.6
6.	Required by employer	57	3.6
7.	NYC - required	27	1.7
8.	Get a job	22	1.4
9.	Get driver's license	22	1.4
10.	Improve math	19	1.2
11.	Other (Improve English; Improve typing; Study Special subjects for college; Social employment; Review subjects; WIN; Improve neighborhood; Help children; Nursing school; Improve driving; Keep job; Be a better minister; Study language; Improve reading, OEO required; Go into business for self; Study nutrition, bookkeeping, or office work)	75	4.8
	TOTAL	1,554	99.7

A sample of 182 persons withdrawing from AABEDC programs gave the following reasons for withdrawal(table 9).

Table 9

REASONS FOR LEAVING ABE

	Reason	Number	Percent
1.	Lost interest	36	19.7
2.	Conflict with work	28	15.3
3.	Moved away	28	15.3
4.	Passed GED	25	13.7
5.	Family problems	22	12.0
6.	Completed requirements	8	4.4
7.	Personal health	8	4.4
8.	Secured employment	6	3.3
9.	Transferred to other training	6	3.3
10.	Transportation problems	6	3.3
11.	Other (Transferred to another ABE class; death; program closed; interested only in certain subject matter)	9	4.9
	TOTAL	182	99.6

The reader is referred to the Gadsden, Alabama; Georgia; Maryland; and Virginia reports for more information on reasons for participation and withdrawal.

3. Liaison Between Helping Agencies

The liaison-between-agencies section includes information on the 1969 teacher-training workshop and a summary of the Lewis County, Kentucky, module.

TO MARSHALL HUMAN AND INSTITUTIONAL RESOURCES, the AABEDC'S position has been that an essential part of the outreach of an adult basic education program is liaison between agencies responsible for services to the economically disadvantaged. In the words of an official of the U.S. Office of Education, adult basic education cannot continue to play "man-on-the-mountain" and still provide adequate service to its clients. Adult basic education students have a host of severe problems that interfere with attendance in and attendance to continuing education. These on-going problems must be dealt with if the ABE student is to be free to progress.

The reader is referred to Appendix C, Inkind Contributions to the AABEDC, for another aspect of the marshalling of human and institutional resources.

a) TEACHER TRAINING WORKSHOP

The Appalachian Adult Basic Education Teacher-Training Workshop of the AABEDC, as described in the section on training, was developed to acquaint 111 Appalachian ABE teachers and administrators with the characteristics and needs of ABE students and the use of agencies to meet those needs. A follow-up survey found that the ABE staff were using or referring more ABE students to helping agencies than they were before the workshop.

b) SUMMARY OF THE LEWIS COUNTY, KENTUCKY, MODULE: LIAISON BETWEEN AGENCIES

A two-year (FY '68, '69) project aimed at amalgamating the services of several agencies has been most successful. Government facilities (an abandoned lock and dam site owned by the U.S. Army Corps of Engineers) were transformed into ABE classrooms, a learning center, and child-care quarters for full-time ABE programs with the help of the local Community Action Program (CAP), Mainstream men, Neighborhood Youth Corps, Headstart, Cooperative Extension, Social Security staff, and the Personal Development Institute and individual faculty services of Morehead State University. Transportation (a bus and driver) were provided by the local CAP. Staff, equipment, and facilities were supported by the Kentucky State Department of Education. An intensive home visitation program to follow up absenteeism resulted in seventy-seven (77) percent retention. Enrollees functioned at all levels of ABE; one-third of the enrollees passed high school equivalency examinations. Vocational training was developed where jobs existed and training did not. There has been a remarkably high rate of success of graduates of the Lock 32 Center in college, vocational training, and employment.

B. DIAGNOSIS

TO DEVELOP A DIAGNOSTIC CENTER TO DETERMINE EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES.

The diagnosis section includes a summary of the Kentucky ABE State Evaluation and other AABEDC activities in this area.

Diagnosis has come to be defined in working terms by the AABEDC as program appraisal as well as diagnosis of the learning difficulties of the individual learner.

1. Program Analysis

The AABEDC was responsible for the administration of the evaluation study of the Kentucky state grant adult basic education program from January to July, 1969. The Michigan Institutional Survey and Consulting Service worked with the AABEDC in the conduct of this study and the preparation of the report. The report recommended: (1) program objectives be re-examined; (2) budget allocations be raised to provide more administrative staff; (3) a greater effort be made for inter-agency cooperation; (4) instructional materials and methods specifically for the adult learner be devised and used; and (5) intensive in-service education of ABE personnel be undertaken.

2. Norming Samples

The AABEDC had requests from two publishers and from a federal agency for help in locating samples for norming adult tests. Because of knowledge of the region the Center was able to give some aid and to direct testing staff to administrators who could help in finding subjects.

3. Individual Diagnosis

The modules have used a variety of methods for placement and diagnosis of students. Module staffs have come to agree that formal testing is a precarious matter in adult basic education, more useful for program evaluation than for individual student placement and diagnosis. Informal inventories have been found to maintain interpersonal contacts and to be less threatening. However, where necessary, ABE students have been tested satisfactorily with standardized tests when great care was taken in the introduction and manner of administration of the test situation.

C. MANPOWER

TO DEVELOP PROFESSIONAL AND PARAPROFESSIONAL TRAINING PROGRAMS.

The manpower section describes kinds of manpower for ABE, the Ohio in-service workshops, and refers the reader to specific uses of manpower in module reports.

In AABEDC parlance the term *manpower* designates all of the staff who serve ABE such as: teachers, administrators, counselors, paraprofessionals with different functions, volunteers, agency personnel, and community people.

The Appalachian Adult Basic Education Demonstration Center staff cannot overemphasize the importance of long-term training of ABE personnel—long-term in the sense of continuous upgrading. Even if the short-term training experiences which are most easily available were sufficient to train able personnel, new information and techniques constantly being developed would not be part of that training. Too little is known at present about the successful conduct of adult basic education to rely upon short term training efforts or upon formal longer programs alone.

In the Manpower component of the state modules, the AABEDC has stressed the upgrading of module staffs. For example, under Center encouragement the staff members of the Kentucky Lock and Dam Site 32 project have almost finished degree course work as well as short-term ABE teacher training offered by the AABEDC. All of the modules have built in some kind of staff upgrading, some of it extensive.

1. Summary of the Ohio Module: Manpower Development

The Ohio module of the AABEDC has several functions, one of which has been the development of models for the training of ABE teachers and of paraprofessionals.

A preservice professional and paraprofessional staff development work shop at the beginning of the fiscal year had nine general aims and objectives:

Each participant was to be able:

(1) to define his role, duties, and responsibilities;

(2) to describe and identify programmed or self-instructional curriculum materials and to demonstrate an understanding of the philosophy behind their utilization;

(3) to conduct an initial interview for the purpose of explaining the program and enrolling new students;

(4) to administer, score, and evaluate placement and progress tests and achievement batteries related to the program;

(5) to define the services and referral procedures to cooperating agencies;

(6) to conduct an individual counseling session and to provide educational, personal-social, and vocational information and referral;

(7) to develop a longitudinal programmed instructional curriculum related to specific beginning levels, progress evaluation, and student needs;

(8) to demonstrate efficiency in developing and maintaining student records and reporting procedures related to this project; and

(9) to develop a notebook, for reference, which will include instructions and information related to his specific duties and responsibilities in this project.

The evaluation of this training model was published as a separate monograph.

It was found that paraprofessionals teaching home instruction needed a direct line to the professional. In the Ohio project, teacher aides had teacher advisors available to them almost constantly by phone, and they, in turn, were always available to their students by phone.

2. Manpower: Other Module Reports

In addition to the Ohio 1969 Final Report, the reader is directed to:

- Gadsden, Alabama Final Report for the use of community personnel
- Maryland Final Report for measures of attitude changes of the professional staff and for definition of the role of ABE teacher aides
- Virginia Final Report for descriptions and evaluations of various approaches to the training of counselor aides.
- Georgia Final Report for the training of recruiters and use of community personnel.

D. MATERIALS AND CURRICULA

TO DEVELOP A MULTI-MEDIA MATERIALS CENTER SERVING APPALACHIA

TO EVALUATE MATERIALS, METHODS, AND CONCEPTS OF ABE PROGRAMS

The materials and curricula section includes summaries of the Gadsden, Alabama; Kentucky driver education; Mississippi newspaper; and Ohio projects; as well as a description of a Center-produced bibliography, and references to discussions of specific materials in module final reports.

The Appalachian Adult Basic Education Demonstration Center has developed and evaluated materials and adopted curricula to meet a variety of needs in Appalachian ABE.

1. Summary of the Gadsden, Alabama, Module: Development and Use of Video Tape Recordings

The purposes of this project were to demonstrate feasibility of local video tape program development for ABE, to determine the instructional effectiveness of that programming with ABE students, and to explore means of ABE teacher improvement through the use of the video tape recorder (VTR).

An audio-visual catalog listing material appropriate to ABE was compiled. During the development of the catalog weak areas in existing audio-visuals were determined and two broad areas were chosen for program development: communication skills and consumer mathematics.

The local development of supplemental VTR curricular material was not effectively or efficiently realized because of the lack of knowledgeable professional manpower in both television curriculum preparation and television production. The Gadsder project has clearly demonstrated the fallacy of attempting VTR production with limited resources and technical expertise without extensive and intensive on-the-job training. The training of local production and teaching staff significantly upgraded the caliber of tapes produced.

Exploration of teacher improvement through the use of VTR was attempted, but inadequate staffing and logistical and technical difficulties encountered made results of this effort inconclusive.

2. Summary of the Ohio Module: Teacher-Made Supplementary Reading Materials

Four experienced ABE teachers were employed to develop brief life-centered supplementary readings at different ABE instructional levels. The teachers, who were indigenous to the community, attempted to design materials that were particularly relevant to the experiences of the local rural isolated population (e.g., tobacco farming and saw mill work).

The teachers who produced the materials indicated that they felt inadequate to the task. They found great difficulty in juggling the elements of interesting adult content, readability levels, and sequential skill development. Predictably, ABE students asked to evaluate materials were hesitant to do so, but those criticiques that were gathered included poor format, little or no student check, some materials below the interest and reading level of the students, and vocabulary not consistent with the reading levels for which the materials were intended.

Findings indicate the need for systematic professional writing and production far beyond the capabilities of the parttime ABE teacher. The resulting evidence has encouraged some state departments of ABE to expend limited resources in curriculum development at the state level rather than depending upon teachers. The experience of the Gadsden, Alabama, module in the development of VTR tapes by professionals not trained to that task and the Ohio experience in the development of materials by professionals similarly untrained leads the AABEDC to recommend caution in the demands made of ABE teachers. After extensive training the Ohio teachers increased their skills in materials development, but it should be noted that at that point the materials were not "teacher-made," but rather the work of professionally trained curriculum writers. In the Gadsden project the technical crew became much more proficient in the development of educational films after thorough training, particularly when they worked with trained television teachers rather than with ABE teachers untrained for that particular task.

3. Summary of the Hazard, Kentucky, Module: Driver Education for ABE

The Kentucky Driver Education project was designed with the Appalachian Regional Educational Laboratory to make use of (or piggy-back on) existing equipment and facilities. In a rural, isolated, economically depressed area with virtually no public transportation, ability to travel is obviously important. Mobile vans containing driver education simulators owned and operated jointly by seven high school districts in southeast Kentucky have been used together with their driver education teachers in after-school hours to teach ABE students to drive. At the last reporting, almost all of the forty (40) students had received drivers' licenses after the three-month project in 1969.

In addition to helping disadvantaged adults receive drivers' licenses, the project was designed to investigate other questions, such as:

(1) Does success in driver education motivate ABE students to further academic endeavor?

Early findings indicate that many students plan further education. (Students commented that were other phases of education as highly refined as their driving course, they would make more progress.)

(2) Can disadvantaged students use simulators?

While undereducated adults did not seem to have difficulty using the simulator equipment, there is some reason to believe that they had some trouble making the transfer of learning to the real experience of driving a car. This will be further investigated in the 1970 project.

(3) Do ABE students show more geographic mobility as the result of driver education?

Over half of the students contacted in the follow-up were able to give definite examples of increased mobility such as driving to work, classes, or to town to shop—thereby getting cheaper prices.

(4) Do ABE students become more employable through driver education?

Eight (8) students secured jobs or better jobs. Several others are being considered for new jobs.

4. Summary of the Mississippi Module: Low Readability Newspaper

In the twenty (20) rural isolated mountain counties of Appalachian Mississippi a great number of adults had never read a newspaper. The AABEDC Mississippi module at Itawamba Junior College (IJC) developed a low reading level newspaper called *The Appalachia News* to provide supplemental reading material for adult basic education students. The newspaper is printed at a great saving by the college and adult printing trainees at IJC. The newspaper has a full-time editor. The reading level of each article is communicated to the ABE teachers using *The Appalachia News*.

The initial edition of 500 copies was printed February 16, 1970. By June, 5,500 copies were being mailed to thirty-four states, the District of Columbia, Puerto Rico, and the Virgin Islands in response to numerous requests.

The U.S. Department of Agriculture, Health Department, Social Security, Manpower Training Program, Tennessee Valley Authority, Extension Service, and Employment Service have been contributing material, much of it especially prepared, after teachers surveyed their students to determine the kinds of information the students seemed to lack. Wire copy and pictures from United Press International are donated by the local *Tupelo Daily Journal*. A training session attended by eighty-five (85) teachers was held on the use of the newspaper in ABE. A follow-up survey found that ABE students had acquired much new information on such matters as: employment, public assistance, social security, food stamps, community action programs, and further educational opportunities. A one-third rise over the same time period in the previous year occurred in ABE enrollment.

5. AABEDC Directory

The Appalachian Adult Basic Education Demonstration Center distributed a list of the names and addresses of publishers of ABE materials and of agencies offering free or inexpensive supplementary materials.

6. Discussions of Materials: Module Reports

The reader is referred to the following final reports for discussions of specific materials:

- Maryland Final Report for materials used in the teaching of typewriting in ABE
- Gadsden, Alabama, Final Report for a report of the use of Steck Vaughn, Audio-Link World of Work Series, Link Perceptual Development Series, Cowles GED preparation materials, and teacher-made materials.

E. METHODS AND TEACHING TECHNIQUES

TO EVALUATE MATERIALS, METHODS, AND CONCEPTS OF ABE PROGRAMS

TO DEVELOP A LEARNING LABORATORY FOR MANPOWER TRAINING

The methods and teaching section includes summaries of the Mississippi mobile learning center; North Carolina; New York; Ohio; Bear Creek, Alabama; and Maryland projects, and a description of the AABEDC learning center.

1. Summary of the Mississippi Module: Mobile Learning Center

In the same rural isolated mountain counties served by *The Appalachia News*, the AABEDC, through the Itawamba Junior College (IJC), has developed a moving learning center. The Town and Country Mobile Homes Company donated a mobile facility which was modified and stocked with hardware and software by the Mississippi State Department of Education. The facility moves to seven separate locations each week: three industrial sites, two public housing sites, and two rural sites. The mobile center is staffed by a curriculum specialist and her assistant and supervised by the director of the IJC vocational center and the local adult education supervisor. The initial enrollment of eighty people has grown steadily.

As a consequence of this project, ABE is available in a modern well-equipped facility where there was no ABE before. By moving each day, expense can be shared which would make such facilities prohibitive in one location. The withdrawal rate from the program has been less than ten percent and the average gain on a standardized test (ABLE) for seventy-five (75) hours of instruction across the sample has been 1.9 in grade equivalence—almost twice the average local gain for an equal time period in more conventional programs.

2. Summary of the New York Module: The Community School

Another avenue for coping with distance and with a scattered isolated population in the delivery of adult basic education has been cooperation with a community school district. The Appalachian Adult Basic Education Demonstration Center has worked with the Community School Program of the Corning City School District and the Corning-Painted Post Area School District in New York to develop ABE in a context of continuing and recreation education. The project begain in February and it is too soon to assess the results. However, one promising practice which has been used in the New York project is a traveling mini-lab shared by several ABE programs to cut costs of programmed materials while allowing a large degree of individualized instruction. The lab fits into a station wagon and has legs with wheels to facilitate movement. The lab is available when school facilities are being used by adults engaged in a variety of activities.

3. Summary of the Ohio Module: Traditional Classes, Learning Centers, Home Instruction

The Ohio module has compared grade equivalent gains on a standardized test (TABE) as well as changes in attitudes for 100 hours of instruction of students enrolled in traditional classrooms, learning centers, and home instruction. Also, a cost analysis of a learning center in comparison with home instruction has been undertaken.

Traditional classrooms are defined as group procedures directed by professionals with little individualization. They meet two (2) evenings per week for a total of six (6) hours per week.

Learning centers are defined as individualized procedures directed by professionals and paraprofessionals largely using programmed materials. The learning centers are open four (4) evenings per week for a total of twelve (12) hours per week.

Home instruction is defined as individualized procedures delivered in the ABE students' homes by paraprofessionals using a combination of programmed and reinforcement materials under the guidance of an ABE professional. Instruction and study time per week are variable.

The results are presented in tables 10, 11, 12, and 13. It will be noted in table 10 that the learning center showed 1.5 times the gain per hour in *reading* for 100 hours of instruction that the traditional classrooms showed and that the home instruction showed 2.2 times the gain of the traditional classroom.

Table 10
OHIO MODULE

COMPARATIVE GAINS IN READING ACHIEVEMENT
FOR THREE TYPES OF PROGRAMS

	Learning Center	Home Instruction	Traditional Classrooms
Number tested	139	39	71
Total hours of instruction	7,439	1,880	2,523
Average hours per student	54	48	36
Total gain in grade equivalent months	260	95	55
Average gain per student in grade equivalent months	19	24	8
Average gain per hour of instruction	.0351	.0503	.0228

In *arithmetic*, table 11 shows the learning center and home instruction both showed 1.6 times the gain per hour of the traditional classroom.

Table 11
OHIO MODULE

COMPARATIVE GAINS IN ARITHMETIC ACHIEVEMENT
FOR THREE TYPES OF PROGRAMS

	Learning Center	Home Instruction	Traditional Classrooms
Number tested	137	39	70
Total hours of instruction	5,637	1,828	2,546
Average hours per student	41	47	36
Total gain in grade equivalent months	234	77	63
Average gain per student in grade equivalent months	17	20	9
Average gain per hour of instruction	.041	.041	.025

A partial explanation of these differences in gain may be the closer reinforcement and continuity of learning available in the learning center and home instruction since the traditional classrooms meet only six hours per week. However, the ABE students in the traditional classrooms in the Ohio project were allowed to take materials home, while those enrolled in the learning centers were not.

The findings presented in table 12 are, of course, subjective reports of *changes in attitude* but tend to support the findings on the standardized achievement test.

Table 12
OHIO MODULE

OBSERVABLE CHANGES IN PARTICIPANTS IN THREE TYPES OF PROGRAMS

ATTITUDE TOWARD	LEARNING CENTER NO OBSERVABLE CHANGE	SOME IMPROVEMENT	MUCH IMPROVEMENT
Education	6	37	56
Working	26	8	19
Family responsibility	3	17	12
Community responsibility	11	19	31
Self-concept	23	41	82
Personal appearance	9	12	62

(Students were not rated on all items)

ATTITUDE TOWARD	HOME INSTRUCTION NO OBSERVABLE CHANGE	SOME IMPROVEMENT	MUCH IMPROVEMENT
Education	2	14	23
Working	12	19	8
Family responsibility	13	8	18
Community responsibility	0	17	13
Self-concept	0	17	22
Personal appearance	6	21	12

ATTITUDE TOWARD	TRADITIONAL CLASSROOMS NO OBSERVABLE CHANGE	SOME IMPROVEMENT	MUCH IMPROVEMENT
Education	20	26	29
Working	20	38	26
Family responsibility	7	16	14
Community responsibility	9	18	35
Self-concept	9	41	26
Personal appearance	19	23	31

Table 13 is deemed quite significant by the AABEDC since home instruction might be expected to be much more costly than the learning center.

Table 13
OHIO MODULE

COMPARATIVE COSTS OF HOME INSTRUCTION AND A LEARNING CENTER

	Home Instruction	Learning Center Select
Number served	43	66
Total hours logged	5,768	4,662
Total cost	$8,134	$7,008
Cost per hour of instruction logged	$1.43	$1.50
Cost per person	$191.49	$106.18

In the view of the staff of the Ohio module and the ABE staff of the Ohio State Department of Education, individuals are being reached by the home instruction program who never would be reached by other ABE programs. For further detail on differences in the three samples, the reader is referred to the full Ohio final report.

4. Summary of the Maryland Module: Typewriting Instruction

In the three western counties of Maryland, designated as Appalachian, typewriting was added to the ABE curriculum in experimental classes with the aim of improving the recruitment, motivation, and retention of undereducated adults.

As compared with control groups in each county, the experimental groups with typewriting instruction showed higher enrollment, fewer withdrawals, and much higher nightly attendance for 100 hours of instruction. Enrollment as compared to the previous year at the centers where the experimental classes were held was also increased. The explanation offered for these findings is that the use of the typewriter (electric typewriters were used) provided an ego-building device as well as an acceptable rationale to associates for attending classes. A study of achievement gains was inconclusive.

As would be expected, in 100 hours of combined academic and typewriting instruction, typing skills were not developed. A next phase implemented in FY '70 offers more evenings of ABE and/or time for typing practice each week with a total of 250 hours of actual academic and typing instruction. Local business education teachers and high school business education facilities have been combined with professional and paraprofessional ABE personnel in developing this project.

5. Summary of the Bear Creek, Alabama, Module: Business and Industry

In a rural area of Alabama with growing job opportunities as new industry moved in, Redman Industries, a subsidiary of Hallmark Homes, donated a mobile home for use as a learning center with maintenance and a site to the local school board to upgrade the education of local employees. Recruiting was accomplished through industry cooperation and referral. Plans were made to work with local industry in the development of job-related ABE curricula. However, a particularly violent strike over union matters at Redman Industries impaired the effectiveness of the learning center since it was associated with that industry in the minds of the local population both through proximity and funding.

In the spring of 1970 a way was found to move the learning center to the grounds of the county high school. At that time the Alabama State Department of Education took over complete financing of the center. The Bear Creek Center has been used constantly by the Bear Creek Watershed Association and the Tennessee Valley Authority as a model facility for those developing learning centers in other parts of the Southeast.

6. Summary of the North Carolina Module: (A Feasibility Study) Learning Outcomes from Learning Centers

In the spring of 1970 a study was conducted through Appalachian State University in North Carolina to determine the feasability of developing a proposal for the study of the comparative cognitive and affective learning outcomes from ABE organized as self-directed instruction and as small group instruction. The study was initiated through concern that while ABE students show remarkable cognitive gains as measured by standardized achievement tests through individualized self-directed instruction in the learning center, they may not be acquiring the positive changes in self-concept that they might through the interaction of small-group instruction. The outcome of the feasibility study was a proposal to be implemented in the next fiscal year entitled, "A Comparison of the Relative Effectiveness of Learning Laboratories and Small Group Procedures in Changing the Self-Concepts of Adult Basic Students."

7. The AABEDC Central Learning Center

TO DEVELOP A LEARNING LABORATORY FOR MANPOWER TRAINING, the AABEDC is in the process of developing a learning center on the Morehead State University campus for use in evaluating methods and materials and in providing a practical experience in the training of professional and paraprofessional ABE personnel as well as for use in serving the local ABE student population.

8. Discussions of Methods: Module Reports

The reader is referred to the following final reports for discussion of specific methods:

- Bear Creek, Alabama, Final Report for a discussion of the role of the learning lab coordinator

- Georgia Final Report for a discussion of teaching methods in training recruiters

- Gadsden, Alabama, Final Report for a list of teaching methods used in the traditional classroom

F. CONTINUAL AND TERMINAL COUNSELING

The Counseling section includes a summary of the Virginia Module, discussions of the use of the University of Texas kit for Teacher Awareness in Guidance and Counseling and counseling activities in various modules.

Since the Norfolk experiment in adult basic and vocational education of the early 1960's it has been generally recognized that guidance and counseling services are necessary parts of adult education. Adult basic education students by definition are beset by severe problems in all of their roles—as self-actualizing individuals, as family members, as cultural group members, and as members of the larger society. Socially, physically, psychologically, economically, and legally they tend to have problems which restrict their attendance in educational programs and their ability to profit from instruction should they get there. The Appalachian Adult Basic Education Demonstration Center has stressed the necessity of counseling and of guidance services as an integral part of ABE.

1. Summary of the Virginia Module: Counselor Aides

- The AABEDC has sponsored a two-year project to develop a training model for counselor aides in southwest Virginia. Through this project many possible duties of paraprofessional ABE counselors under the supervision of a certified counselor were examined for training needs and suitability.

Activities of the Virginia counselor aide project included:

- The rating by each counselor aide and the counselor-consultant of the value to the counselor aides' ABE work of each formal and informal aspect of the training program.

- A subjective determination of personal characteristics of successful counselor aides for selection into training

- The development of data-gathering instruments

- The rating by each counselor aide and the counselor-consultant of the effectiveness of completion of various tasks.

2. University of Texas Teacher Awareness Package in Guidance and Counseling

The University of Texas guidance kit, developed by a 309 special project for teachers, was found to be very useful in creating awareness of the needs of ABE students in paraprofessionals in the Ohio project. The kit was used with the discussion guide developed by the Louisiana State Department of Education. It was found necessary before each unit to introduce the key concepts of that unit. The pre and post tests were found to have rather high readability levels for use with paraprofessionals.

As was noted in the training section of this report, parts of the University of Texas kit were also used in a workshop for ABE counselors. Parts were also used with one group of participants of the Appalachian Adult Basic Education Teacher-Trainer Workshop in Reading. The AABEDC has plans for some adaptation of the University of Texas kit for the Appalachian region.

The reader is referred to the Gadsden, Alabama, Final Report for a discussion of group and individual counseling.

G. PLACEMENT AND FOLLOW-UP

The placement and follow-up section includes summaries of the South Carolina and West Virginia modules and discussions of follow-up activities in other module final reports.

1. Placement

Placement in AABEDC terms means the establishment of contact between ABE students and graduates, prospective employers, and further training opportunities. Adult basic education is seen both as one aspect of the antipoverty war and of continuing education and badly in need of articulation with both.

SUMMARY OF THE SOUTH CAROLINA MODULE

In a heavily industrialized county of South Carolina with many job openings and many unemployed who do not have the educational requirements and job skills to fit the openings, the State Department of Education and the AABEDC have developed a project to test the concept of a *communication catalyst* between community employment resources and educational resources.

Information concerning available adult, vocational, and technical education opportunities in the area was gathered and made available to personnel directors in industry in the county. Information concerning the training needs for unfilled and anticipated job requirements was gathered and made available to the various training programs.

The second phase of the South Carolina module involves the implementation of a two-way placement model in which personnel people in business and industry will refer undereducated and untrained job applicants to the appropriate training facility and educational institutions will train for available jobs to aid in placement.

2. Follow-Up

Follow-up is used by the AABEDC to mean both the maintenance of contact with former ABE students and also the investigation of reasons for absenteeism or withdrawal.

a) SUMMARY OF THE WEST VIRGINIA MODULE: LONG RANGE FOLLOW-UP SURVEY

The AABEDC West Virginia module has completed the second year of a three-year project to develop a model for an efficient low-cost follow-up of ABE graduates. Follow-up of graduates is seen as important for curriculum adjustment as well as for selling ABE to potential students, to the general public, and to the legislators that fund ABE programs.

Eighty-five ABE students, half volunteer and half nonvolunteer, in four separate programs, were approached by their teachers while still enrolled in ABE with a request for cooperation in a follow-up study. Practice was given in filling out the kinds of questionnaires to be used in the follow-up and baseline data was collected, mostly from student files. At present seventy-six subjects are in contact and two have died.

As the project developed, the growing group identity of the study subjects became an important corollary of the module. The time spent in ABE is usually short with consequent lack of sufficient reinforcement of skills in the cognitive, and more particularly in the affective, realms. The newsletters, group get-togethers, and counseling activities that evolved as means of keeping in contact with the subjects of the follow-up survey become a mechanism of support reinforcing the influence of ABE over time.

Behavioral changes coincident with the ABE experience have been considered, usually by case studies; including changes in self-esteem, community relationships, and job "success stories." All but two of the sample are financially independent at present. Two are still receiving welfare payments—one because of joblessness, the other because of illness.

It has been found that each group can be followed with the expense of only two man-days a month. The last year of the project will include a study of ABE graduates who were not originally involved in the project to attempt to ascertain what part the support activities have had on the positive results of the survey.

Other findings worthy of mention at this point in the study are:

- A random sample of the school achievement, absenteeism, and school behavior of twenty-three children of the ABE graduates showed eight out of ten children experiencing positive attitudinal and behavior changes coincident with their parents' involvement in ABE.

- The case studies collected have pointed to some ABE curriculum and service needs such as a job placement specialist; a better system for recruitment; and instruction in the use of the public library (as a ready means of continuing education); and in installment buying (to prevent job loss through garnishment of wages);

- The most startling statistic collected to date was the economic change of the participants. Adding (1) the welfare payments of those who drew welfare prior to ABE involvement to (2) their present incomes and to (3) the positive changes in income of those not originally on welfare, and subtracting (4) the welfare payments of those two subjects who still draw welfare, it was found that for the seventy-six subjects from whom the data was gathered, ABE had added $440,000 annually to the economy.

b) FOLLOW-UP IN OTHER MODULES

The reader is referred to the following module final reports for other reports of the outcome of follow-up, defined either as contact with graduates or as investigation of causes of absenteeism.

- West Virginia Final Report
- Maryland Report
- Virginia Final Report

The demonstration functions of the Appalachian Adult Basic Education Demonstration Center have been reviewed under seven components of adult basic education. Fourteen field units or modules in eleven states have been summarized in addition to activities of the Center proper.

EVALUATION

The summaries of two evaluations of the Appalachian Adult Basic Education Demonstration Center are reported in this section: (1) the findings and recommendations of the independent evaluation by the Michigan Institutional Survey and Consulting Service, and,(2) the ranking by the AABEDC Regional Board of Directors of ABE priorities in relation to the AABEDC past and future activities.

I. MICHIGAN INSTITUTIONAL SURVEY AND CONSULTING SERVICE

The independent evaluation of the AABEDC was conducted in four phases:

(1) A wide range of literature on Appalachia was collected, reviewed and abstracted. This collection has been printed as a separate monograph entitled *With Reference to Appalachia*.

(2) A specialists' conference of adult educators and experts on different aspects of Appalachia was held to develop recommendations for appropriate activities in ABE in Appalachia against which to measure the AABEDC and toward which the AABEDC could work in the future.

(3) The Michigan evaluation staff visited all of the modules and the Center.

(4) All information was collected and evaluation and recommendations were written.

The major findings of the AABEDC evaluators were·

- The objectives of the Center, from a carefully established viewpoint of Appalachian conditions and needs, are appropriate and valid.
- The strategy of developing modules in the field throughout the region is sound and has merit educationally and politically.
- Exciting innovations would never have been demonstrated in their present settings without the Center module apparatus:
- Sharply improved ABE at the modules has resulted from module operations.
- The pioneering efforts of the modules have markedly affected their home states. All state directors questioned indicated to the evaluation team that the module activities had been influential on ABE throughout all parts of the states—Appalachian and non-Appalachian.
- The spread effect of the module operations is potentially great on a regional and national basis. The Center was found to be serving a valuable purpose as a communication agency throughout the region and nation for improved ABE programs.
- The specific objectives of the module were not always clear in 1969.
- To date there has been opportunistic and sometimes hasty or delayed approaches to module development, generally because of the time pressures caused by short-term support.
- A commendable effort has been sustained to provide accountability of module operations.
- The relationships of the Center's staff with the personnel of the modules are excellent. There is a mutual respect with clear understanding of acceptable working relationships.

- The leadership role of the Center's staff is recognized and appreciated by officials of state departments of education and by local school officials with whom module personnel are associated.
- The leadership role of the Center's staff is also recognized and appreciated by the nation's professional and lay citizens concerned with adult education.
- The host university (Morehead State University) has evidenced high regard for the Center and its staff—principally through the approval of a new graduate program, the granting of academic rank to staff members, and the provision of choice space in the new professional education building.
- When the Center is viewed solely in terms or work completed, of definitely established accomplishments, ignoring for the moment its work in progress, the results from so short a period of effort are truly amazing.
- The headquarters office of the Center is unusually well organized and operated.

The recommendations of the Michigan Institutional Survey and Consulting Service for the AABEDC follow. Where appropriate, action has been taken or planned by the Center for all recommendations.

- Topics rather extensively studied by the AABEDC, such as the delivery of ABE through the learning center, should be "buttoned-up" in the form of nationally available summaries of findings.
- The method of developing some of the module topics should include isolation by and direction from the AABEDC staff, in comparison to the past system in which the module proposal initially was developed entirely from local perceptions of ABE needs.
- The AABEDC staff should take responsibility for the background review or search of the literature for new modules, i.e., project-support research.
- The objectives of each module should be limited and sharpened to provide clear evidence of the impact of specific practices.
- Several modules should continue to work on the same problem.
- Comparative data from control groups that were not introduced to the innovation should be collected for each module.
- The amount of data expected from each module should be refined to eliminate excessive paper work.
- An urgent recommendation is for the seeking out of earlier, longer-term funding. This should include support from Morehead State University, the host university of the Center.
- The AABEDC should modify its name to reflect a less limited interagency liaison.
- National ABE should make the necessary adjustments in legislation and regulation to permit longterm grants beyond a single year and continued support for centers where useful pools of manpower and know-how have been established.
- It is possible that the Center cannot spare manpower for research unrelated to module development.
- Dissemination should be improved. Suggested means for improvement include a Center publication series, promotional articles in professional journals, an ABE newsletter or journal, in addition to in-service training activities.
- From a research standpoint fewer modules might be more manageable, however this negates the change agent objectives of the Center involving all the Appalachian states.
- Interstaff communication should be improved.
- The role of the regional board of directors should be expanded.
- Despite present positive relationships between the Center and the university, closer ties should be established. Suggested methods of closer coordination include a financial investment in the Center; salaries for teaching staff members; integration of selection, salary, and promotions of teaching Center staff with college and education department programs, and an institutional advisory committee.
- As a result of the collation of *With Reference to Appalachia* and the Specialists' Conference, it would appear that future module development should be aimed at (1) the younger undereducated adult; (2) the development of curricula to improve life in Appalachia, including rural life, forestry, recreation, welfare, child care, nutrition, and out migration; (3) community programs that combine education with child care, employment, transportation, and improved family life; (4) different subgroups such as the hard-core alienated and the ambitious; (5) total-family and total-neighborhood education to prevent the isolation of the individual from his kinship or peer group; (6) single-sex instructional programs to fit cultural norms; (7) piggy-backing adult education on traditional church, music, crafts, and social activities; (8) education that is as different as possible from conventional schooling; (9) closer articulation of adult education and vocational training and employment; and (10) forming alliances with powerful local figures.

II. REGIONAL BOARD OF DIRECTORS

The members of the Regional Board of Directors were asked to make judgments about (1) the extent to which a regional ABE research and development center should be engaged in a variety of activities; (2) the extent to which AABEDC was engaged in those activities; and (3) their highest three priorities for future AABEDC activities. Table 14 presents their responses. (Also note item 8 of Appendix A, Accomplishments to which the AABEDC meeting was judged to have contributed.)

Table 14

Regional Board Members Judgment of:

A. Extent to which a Regional Research and Development Center Should Be Involved in Selected Activities;
B. Extent to which AABEDC was Engaged in these Activities; and
C. Priorities for Future AABEDC Activities.

						Extent			Priorities			
	Unimportant	Possibly Important	Neutral or Not Sure	Important	Very Important	None	Little	Much	First	Second	Third	TOTAL
Be responsible for designing, disseminating , and assuring the widespread adoption of successful innovations	0	0	1	6	20	0	12	13	6	2	7	15
Continuing to develop interrelationships between Appalachian states ABE	0	0	2	9	17	0	1	24	7	2	2	11
Develop professional and paraprofessional training programs	0	0	1	11	15	1	11	14	3	4	3	10
Be an information disseminator of the knowledge generated by research and practice in ABE	0	0	0	9	19	16	8	1	4	2	4	10
Be concerned with developing prototype products which would be disseminated and installed by other organizations in ABE (e.g. recruitment or curriculum materials)	0	0	0	12	17	1	9	14	6	2	1	9
Be concerned with conducting research	1	2	4	11	6	0	4	18	4	0	1	5
Study diagnostic techniques for Appalachian ABE	0	1	4	10	13	1	12	10	2	0	3	5
Establish cooperative pilot efforts with local schools, colleges, and universities	0	0	5	13	10	0	7	14	3	1	0	4
Develop a regional center	2	3	5	10	8	2	10	14	4	0	0	4
Develop an evaluation center	0	2	3	12	9	0	10	14	1	2	1	4
Develop a materials center	1	2	5	13	6	0	16	9	0	0	2	2
Coordinate a multi-media communications component	0	1	9	10	7	1	12	7	0	0	2	2
Strengthen mobilization of human and institutional resources in ABE	0	1	8	11	4	2	9	10	0	0	1	1
Study attributes necessary for successful ABE teachers	0	0	0	0	1	0	0	1	0	1	0	1

It can be seen in table 14 that the regional board members placed the highest priority or recommendations on the dissemination function of the AABEDC. About an equal number of members evaluated the AABEDC efforts in disseminating the output of Center activities as Much as judge these activities as Little. On the other hand the majority of the members evaluated the AABEDC activities as None in the area of dissemination of general information on ABE research and demonstration which the Center did not produce. There is some question of the appropriateness of the AABEDC's engaging in general dissemination activities.

The next highest priority or recommendation was for the continuance of the building of interrelationships between the thirteen Appalachian states in ABE. The regional board members judged that the AABEDC had stressed this function above all others in the past.

The next highest priority was the AABEDC training function which almost equal numbers of members evaluated as Much and as Little in the past. This judgment was made before both the workshop for teacher trainers in reading which has had a strong regional impact and the workshop for ABE counselors.

Since dissemination was seen as a most important activity of the Appalachian Adult Basic Education Demonstration Center, regional board members were asked to specify in the area of printed materials what kinds of publications they desired and anticipated usage of different kinds of publications. Table 15 outlines their replies.

Table 15

PUBLICATIONS DESIRED FROM AABEDC BY REGIONAL BOARD

Type of Publication	Personal Use Only	Route to Library	Classroom Use	Distribute to Staff	File for Reference	TOTAL
Training syllabi for reading in ABE	4	1	5	19	4	33
Review and synthesis of research	8	2	1	14	10	35
Supplementary reading materials	3	6	12	13	4	38
Curriculum guides or materials	4	3	6	19	4	36
Conference reports	10	2	2	6	10	30
Planning and evaluation guides	9	2	2	14	4	31
Newsletter	10	3	4	16	4	37
Training manuals	9	4	6	16	3	38
Diagnostic instruments	6	1	6	16	4	33
Catalog of films on Appalachia	5	4	7	14	5	35
Research monographs	8	3	2	11	5	29

Although the members anticipated almost equal usage of each type of publication, it is interesting to note that research monographs were seen as being least used, and supplementary ABE reading materials, teacher training manuals, and a newsletter were seen as being the most useful.

The members of the AABEDC Regional Board of Directors were also asked to rank the importance of thirty-six (36) possible areas of research and demonstration in ABE. They were also asked to state their three priorities for future exploration. Table 16 shows their responses.

Table 16

PRIORITY QUESTIONS IN ABE

	Unimportant	Possibly Important	Neutral or Not Sure	Important	Very Important	Total Important and Very Important	Priorities			
							First	Second	Third	TOTAL
What techniques aid retention?	0	0	2	10	16	26	4	1	1	6
What, if any, are the specialized competencies required for teaching and counseling the educationally and occupationally disadvantaged students?	1	0	1	14	12	26	2	0	0	2
What are the best methods for effectively updating ABE teachers, administrators, and counselors (e.g. in-service, pre-service, retraining, etc.)	0	0	2	15	11	26	1	1	2	4
What effect do present students have on the recruitment of new students?	0	1	1	8	18	26	0	0	1	1
What are the needs for and methods of providing continuous in-service training systems for state departments of adult education?	1	1	2	19	6	25	1	0	0	1
What is the role of business and industry in ABE?	0	2	2	16	9	25	0	0	0	0
What is the relationship between ABE and self-concept?	0	1	2	13	12	25	2	0	2	4
What teacher attributes aid retention?	0	1	2	5	19	24	5	1	1	7
How can ABE techniques and personnel be effectively and uniformly updated?	0	2	1	15	9	24	1	0	0	1
How can mass media (i.e. radio, television, press) be used in ABE (e.g. recruitment, instruction)?	0	1	3	17	7	24	0	0	0	0
What are the theoretical and practical issues involved in thoroughly integrating ABE and vocational training?	1	2	1	15	9	24	4	0	0	4
What are the best methods of following up ABE graduates?	0	1	3	17	7	24	0	2	0	2
What is the effect of ABE on acceptance by peers?	1	1	2	19	5	24	0	0	0	0
How can teachers and administrators be trained to set behavioral objectives?	2	1	1	16	7	23	1	1	1	3
What are the needs of business and industry served by ABE?	0	0	4	15	8	23	1	1	0	2

Continued on next page.......

	Unimportant	Possibly Important	Neutral or Not Sure	Important	Very Important	Total Important and Very Important	Priorities			
							First	Second	Third	TOTAL
What job opportunities are available to ABE students through local, state, and federal government?	1	3	1	16	7	23	1	1	0	2
What is the role of social agencies in helping the disadvantaged adult?	1	1	3	13	10	23	0	0	2	2
What are the alternative methods for assuring that curricula are relevant to the needs of the learners?	0	3	3	16	6	22	1	0	1	2
What are the alternative methods for assessing and altering the public's image of ABE?	0	2	3	12	10	22	1	0	0	1
What is the employment history of welfare recipients after completing ABE?	1	0	5	14	8	22	0	0	0	0
How does the educationally disadvantaged adult in Appalachia seek information?	0	1	7	17	4	21	0	0	0	0
What are the expectations of the students before they enter the ABE program?	0	3	2	6	15	21	1	1	4	6
What evaluation methods exist or can be developed which assure that a curriculum meets its own objectives?	0	2	5	15	5	20	0	2	1	3
What are the optimum strategies for the diffusion of innovations in ABE?	1	1	6	13	7	20	2	0	1	3
How can volunteers be trained and used?	0	1	8	14	5	19	0	1	2	3
How can ABE programs effectively assure successful placement of their graduates?	1	4	5	14	4	18	1	2	1	4
What psychological and sociological characteristics affect the learning of disadvantaged adults?	1	3	5	11	7	18	1	0	0	1
What are the speech and auditory vocabulary usages of ABE students at Levels I, II, and III.	1	5	4	15	2	17	0	0	0	0
What, if any, are the specialized competencies needed by ABE students to participate in planning ABE?	1	5	4	15	2	17	0	0	0	0
What are the strategies for eliminating the barriers to effective planning at the state levels?	1	4	7	10	7	17	0	0	0	0
What ABE student attributes are associated with withdrawal?	0	0	0	8	9	17	4	1	0	5
What is the role of the University staff member in the implementation of research in ABE?	0	6	6	8	8	16	1	2	0	3
What is the relationship between geographic isolation and support of participation in education?	1	3	9	13	2	15	0	0	0	0

	Unimportant	Possibly Important	Neutral or Not Sure	Important	Very Important	Total Important and Very Important	Priorities First	Second	Third	TOTAL
Can a model for effecting and accommodating change be developed which will assist decision makers in ABE in their day-to-day operations?	3	2	9	11	3	14	0	0	0	0
Can differentiated staffing improve the effectiveness of instruction in ABE?	0	3	11	9	4	13	0	0	2	2
What is the "cost effectiveness" of coupling ABE and vocational training?	2	7	8	8	3	11	0	0	2	2

The regional board members ranked some areas of ABE as Important or Very Important but did not indicate those areas as top priority for investigations. This apparent discrepancy may have been due to their feeling that these areas were already receiving sufficient attention, were not easily investigated, or were not suitable for the AABEDC.

Four items concerning the study of elements affecting the retention of ABE students and of expectations of adults entering ABE programs were rated top priority, but only one of those items (techniques to aid retention) had a combined total of Important and Very Important over 24. On the other hand, the effect of present ABE students on the recruitment of new students was ranked most important (26), but only one respondent thought it a priority issue for study.

Other items ranked as of highest importance (total 25 or 26) were three items related to training of ABE personnel; and one item each related to the relationship between business and industry and ABE, and to the effect of ABE on the affective domain (self-concept).

The recommendations of the Regional Board as well as those of the AABEDC independent evaluators and the Research Conference mentioned in the change agent section will be considered in future AABEDC development.

CONCLUSION

The major conclusion to be drawn from the first year of full operation of the Appalachian Adult Basic Education Demonstration Center is that a regional demonstration and research center in adult basic education has proven to be a useful, needed vehicle for positive changes in the quality and quantity of education available to undereducated adults in the rural isolated mountain area of Appalachia.

The effort in terms of time, money, and manpower which produced the foregoing evidence of spread of innovations and increase of programs in Appalachian ABE would have needed to have been repeated thirteen times without the change agent, training, research, and demonstration functions of the AABEDC. That many areas of AABEDC activities need consolidation and improvement goes without saying; that the AABEDC has the resources to make these improvements and is a powerful tool for the general improvement of education for the disadvantaged regionally and nationally is to report a successful efficient investment of public funds.

RECOMMENDATIONS

The major recommendations of The Appalachian Adult Basic Education Demonstration Center are:

- A model of regionalism, geographic or ethnic, should be applied to future Special Experimental Demonstration Projects nationally.
- The Appalachian Adult Basic Education Demonstration Center should be continued as a regional research, demonstration, and ABE personnel training center.

The two major recommendations above as well as the subsequent recommendations below evolved from three sources:

- The 1968 and 1969 final reports which have attempted to define the successes and failures of the AABEDC in producing new knowledges and a clear understanding of the needs of rural isolated ABE students and their teachers.
- The judgments of the AABEDC Regional Board of Directors and of the Michigan Institutional Survey and Consulting Service study which was designed both as an evaluative and as a developmental review.
- The best judgments of the professional adult education staff of the Center and their consultants.

The regional research, demonstration, and training center model has proven an appropriate strategy in the Appalachian region. Other geographic areas could easily adapt the AABEDC model to the benefit of different ABE student and teacher populations. It would not, in fact, be inappropriate for two centers designed to meet the needs of different populations to work in overlapping geographic areas. The AABEDC concept of regionalism applies to the ABE student's geographical location only as that location affects his needs.

The enabling legislation which created the state grant structure coupled with special demonstration projects has proven to be farsighted. State adult education directors working generally with small staffs at the large administrative task of delivering adult education to several distinct ABE populations within their states usually do not have the time, money, or personnel to do intensive investigation into the needs of each group of students or to do in-depth personnel training to serve them. Centers and projects cutting across state lines can offer these insights and services without duplication of time, effort, or money. The regional center is one vehicle for communication for neighboring state directors with similar problems as well as being a resource.

The Appalachian Adult Basic Education Demonstration Center has been judged successful in its change agent, research, demonstration, and training functions in its four years. The AABEDC has consolidated a working team of professionals, an organization in which they may work, and a two-way communication system with adult educators in the thirteen Appalachian states. In the yet-to-be-developed Appalachian area much remains to be accomplished in adult education. There is the possibility that many of the states with Appalachian counties may suffer a loss of funds under the new formula for state grants resulting from the 1970 ESEA Amendments in the new fiscal year. Under these circumstances the words of the Center's evaluators become doubly important.

> In terms of the magnitude of the adult education problem, the federal government has little enough money at best. The money which is available should go where maximum outputs can be anticipated. The Appalachian Center is clearly in position, now, to return significant outputs on future investments.

APPENDIX A

EVALUATION OF REGIONAL BOARD OF DIRECTORS MEETING

AABEDC—REGIONAL BOARD OF DIRECTORS MEETING

Morehead State University—May 26 and 27, 1970

May 26: 1:30 p.m.	
United Nations Room, Adron Doran University Center	
Welcome: Chairman, AABEDC Regional Board of Directors	Douglas Sasser
Introduction of:	
New Board Members	Douglas Sasser
HEW Regional Project Officers	
M.I.S.C.S. Evaluation Committee	
Minutes of the Previous Board Meeting	Larry Otis
Federal Legislation in ABE/AE	U.S.O.E. Representative
AABEDC in Fiscal Year 1969	George Eyster and Staff
Overview of FY 69 AABEDC Demonstration and Research (4 of 14)	Staff
Ohio State Module	Max Way
Georgia State Module	Thelma Orr
Kentucky Module	Lawrence Arnett
Mississippi State Modules	Larry Otis and Wylie Wood
Summary of AABEDC Findings	Ann Hayes
Summary of AABEDC Regional Research	Harold Rose
Appalachian Dialect Study	Husain Qazilbash
AABEDC Teacher-Training Workshop of FY 69	Ann Hayes
Morehead State University Masters Degree, Adult and Continuing Education	Harold Rose
AABEDC Recommendations From FY 69	George Eyster
General Discussion, Regional Board of Directors	Douglas Sasser
Priorities, (which AABEDC can help meet)	
State ABE Program Potentials	
Implementation and Roadblocks	
Reactors' Panel	Regional Project Officers
Action Recommendations	Douglas Sasser
5:30 p.m.	
Adjourn Meeting	Douglas Sasser
8:30 p.m.	
Informal Reception, Holiday Inn	AABEDC Staff
May 27: 9:00 a.m.	
United Nations Room	
Reconvene AABEDC State Module Directors Meeting	Douglas Sasser
Unifinished discussion and new ideas from May 26	Douglas Sasser
AABEDC Status, Fiscal Year 1970	George Eyster and Staff
AABEDC FY 70 Proposal and Funding	
AABEDC Longevity: Vocational Education and G.E.D.	
AABEDC Teacher Training Workshop in Reading, FY 70 Proposal	Ann Hayes
Special Conference Reports	
ABE Research	Harold Rose
ABE Materials and Curriculum	Husain Qazilbash
ABE Cable TV and Media Recruitment	Lamar Marchese
Pending Proposals	Staff
AABEDC Staff Recommendations, FY 70	Staff
12:30 p.m.	
Luncheon	
1:30 p.m.	
Reconvene	Douglas Sasser
Regional Board of Directors Discussion	Douglas Sasser
AABEDC Longevity Recommendations for AABEDC Action in FY 70	
Conference Reactors' Panel	Dan Cooper, Moderator Russel Wilson, Evaluator William Neufeld, RPO James Miller, State Director U.S.O.E. Representative
Summary of Regional Board of Directors Meeting	Douglas Sasser

FY 70 Planning:
AABEDC and Regional Board

Evaluation of Regional Board of Directors Meeting — **Ann Hayes**

3:00 p.m.

Adjourn Regional Board of Directors Meeting — **Douglas Sasser**

LIST OF PARTICIPANTS ATTENDING THE REGIONAL BOARD OF DIRECTORS MEETING

Lawrence Arnett
Charles Barrett
Joseph Berry
Edward Brown
Frank Collesano
Ted Cook
Dan Cooper
James Deck
Kenneth East
Luke Easter
Frary Elrod
George Eyster
Charles Foltz
John E. Gaus
Ann Hayes
Alfred Holt
Charles Holt
Alfred Houghton
James Kelly
Lamar Marchese
Howard McClusky
James Miller
Wallace Nave
William Neufeld
Thelma Orr
Larry Otis
Norman Parker
William Phillips
Husain Qazilbash
Harold Rose
Wellington Ross
Thomas Sanglier
Douglas Sasser
Eldon Schultz
Maurice Seay
Eugene Sullivan
Virginia Warren
Max Way
Wylie Wood

EVALUATION OF THE AABEDC REGIONAL BOARD OF DIRECTORS MEETING

May 26 - 27, 1970

Item

1. Present Employer of Participants (N)
    - County government (1)
    - State government (15)
    - Local school system (4)
    - Area vocational technical school (1)
    - Community college (1)
    - College or university (3)
    - Other (2)
2. Primary Duties of Participants (N)
    - Supervision (16)
    - Administration (20)
    - Consulting (5)
    - Teaching at the graduate level (2)
    - Teacher preparation (1)
    - Community school development (1)
    - Program and policy management (1)
3. Areas of Specialization of Participants (N)
    - Adult education (12)
    - Adult basic education (19)
    - Community schools (2)
    - Higher education (1)
    - Teacher preparation (3)
    - Vocational education (1)
    - Guidance (1)
    - Trade and industrial (1)
    - Program development from federal sources (2)
    - School administration (1)
    - Educational policies systems design (1)
    - Elementary education (1)
    - Public school education (1)
4. National Professional Affiliations of Participants (N)
    - Adult Education Association (16)
    - American Association for the Advancement of Science (1)
    - American Association for Health, Physical Education, and Recreation (1)
    - American Association of Junior Colleges (3)
    - American Association for School Administrators (4)
    - American Association for School Business Officers (1)
    - American Association of University Professors (1)
    - American Educational Research Association (3)
    - American Management Association (2)
    - American Personnel and Guidance Association (2)
    - American Technical Education Association (1)
    - American Vocational Association (5)
    - Association for Supervision and Curriculum Development (1)
    - Association of University Evening Colleges (1)
    - Gerontological Society (1)
    - International Reading Association (1)
    - National Association for Public Continuing and Adult Education (23)
    - National Community Schools Education Association (4)

  - National Council for Programmed Instruction (2)
  - National Education Association (13)
  - National Education Association, Department of Audio Visual Instruction (1)
  - National Education Association, Department of Elementary School Principals (1)
  - National Vocational Guidance Association (1)
  - Phi Delta Kappa (3)
  - Teaching English to Speakers of Other Languages (1)

5. Highest Degree Completed by Participants (N)
   - Bachelor's (4)
   - Master's (19)
   - Education Specialist (5)
   - Doctorate (3)
   - None of these (1)
6. Role of Participants with AABEDC (N)
   - Member of local advisory group (7)
   - Member of state advisory group (7)
   - Member of regional board of directors (17)
   - Participant in AABEDC sponsored activities (12)
   - Paid consultant (3)
   - Project consultant (3)
   - Module director (10)
   - Author of AABEDC publication (1)
   - User of AABEDC publication (6)
7. Reasons for Attending the Regional Board Meeting (N)

	Reason for Attending	Accomplished at AABEDC Meeting
Contact experts in the field	15	17
Identify areas for additional study	13	12
Maintain social/professional connections	18	18
Get a change from job--rest, relax	5	4
Identify and analyze ABE problems	20	24
Get new ideas	24	23
Learn about new developments in ABE	26	24
Learn more about the total ABE program	19	18
Learn about new resources and materials	18	16
Learn about federal legislation	13	10
Guide AABEDC	16	13
Conduct personal or professional business	4	6
Make a presentation	1	1
Learn first hand what AABEDC is doing and planning	1	1
Conduct dissemination and diffusion activities	1	1
Learn more about Right to Read projects	1	0

8. Accomplishments to which the AABEDC meeting was judged to have contributed (N)
   - Attempt or implement new administrative or supervisory techniques (14)
   - Revise staff recruitment, selection, and development policies (9)
   - Conduct similar programs or institutes (8)
   - Plan or supervise the construction of new facilities (5)
   - Install or revise public relations program (14)
   - Modify activities in line with new legislation (9)
   - Develop new or revise existing instructional materials (13)
   - Initiate or revise programs for new occupations or competencies (6)
   - Insititute or revise programs (13)
   - Initiate or revise guidance and counseling programs (6)
   - Install program evaluations (6)
   - Use the services of ERIC (1)
   - Write for publication (10)
   - Conduct new research or demonstration (10)
   - Use AABEDC publications or materials (16)

9. Evaluation of AABEDC Regional Board Meeting	Negative	Neutral	Positive
Speaker's knowledge of subject	0	1	25
Speaker's stimulation of intellectual curiosity	0	5	20
Relationship of presentations to topics announces	0	3	23
Facilities	0	1	26
Value of materials presented	0	3	23
Level at which presented	0	6	19
Relevance of content	1	5	20
Time to react to topics	12	8	7
Conference planning and organization	1	4	22
Length of conference day	2	7	18
Clarity of conference purposes	3	8	16
Reasonableness of conference objectives	2	5	18
Balance between presentations and group work sessions	5	10	7
Group participation in work session	3	12	9
Expression of individual ideas	2	9	15

10. Additional Comments

I consider this one of our most productive conferences.

Time is needed for conference adjustment and greater participant involvement, but you were perfect hosts and I got much information.

Your positive actions came through very strongly; your negative actions tentatively.

The conference was good reinforcement for project directors, but the role of the Regional Board is unclear -- we listened too much and discussed too little.

The conference was informative, interesting, and necessary. We appreciate AABEDC help to (home state).

I want to encourage the AABEDC to keep up the good work. I would like to receive all outputs of the Center.

We didn't get down to the specifics until the last afternoon.

The conference was well-planned and organized to meet needed goals. The participants were well-informed in ABE and had sincere interest.

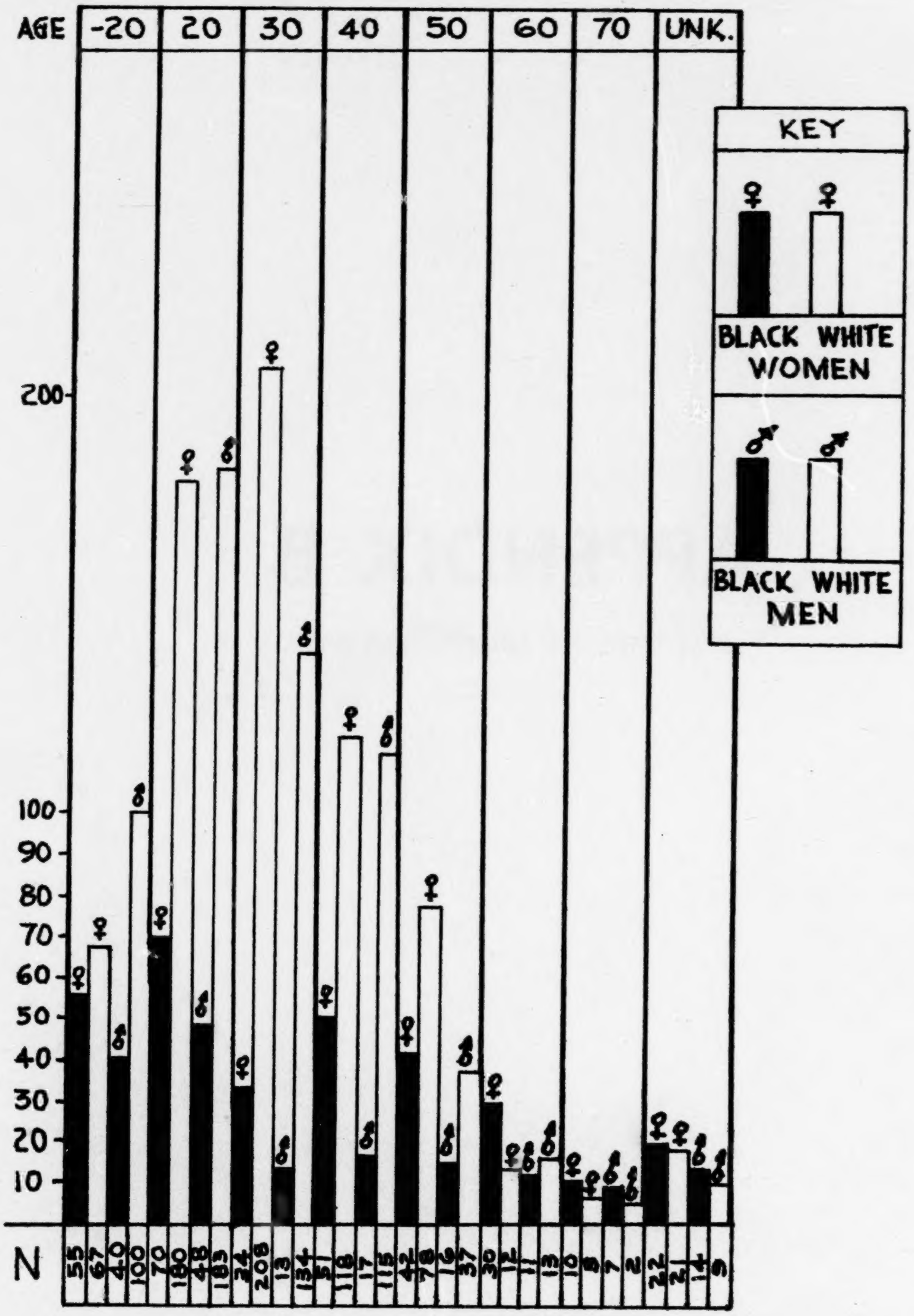
Although most of the material should have been sent prior to the conference to allow time for thoughtful consideration, I was impressed with the caliber and ideas of the AABEDC staff and thought the conference a job well-done.

A very good conference.

APPENDIX B

STATE MODULE ABE STUDENT DATA

The following tables and graphs illustrate student demographic data collected by the AABEDC in the condust of all activities with student involvement. In addition, achievement data has been collected. As can be seen, not all data has been analyzed to date. A thorough analysis of the data for the ABE population of approximately 1800 is in process.



AABEDC TOTAL PROJECT

AGE, SEX, RACE

APPENDIX B: Figure 1

APPENDIX B: Table 1

AABEDC STUDENTS: AVERAGE GRADE COMPLETED

Grades: Mean Grade Median 6.5
Completed: 8.13

	Number	Percent
Unknown	64	3.6
0	21	1.1
1	20	1.1
2	25	1.4
3	47	2.6
4	46	2.5
5	67	3.7
6	96	5.4
7	221	12.4
8	325	18.3
9	274	15.4
10	252	14.2
11	313	17.6
TOTAL	1,771	99.3

APPENDIX B: Table 2

YEARS OF EDUCATION OF A SAMPLE OF AABEDC STUDENTS' FATHERS

Grade: Median 6.5
Mean 6.89

	Number	Percent
0	22	3.1
1	9	1.3
2	13	1.8
3	57	8.1
4	66	9.4
5	61	8.7
6	71	10.1
7	77	11.0
8	154	22.1
9	28	4.0
10	42	6.0
11	28	4.0
12	59	8.4
13	0	0
14	5	.7
15	5	.7
TOTAL	697	99.4

APPENDIX B: Table 3

YEARS OF EDUCATION OF THE ABE STUDENTS' MOTHER

Grade: Median 4.2
Mean 7.5

	Number	Percent
0	16	2.0
1	7	0.9
2	17	2.2
3	37	4.8
4.	55	7.1
5	47	6.1
6	83	10.7
7	79	10.2
8	200	25.9
9	58	7.5
10	56	7.2
11	36	4.6
12	68	8.8
13	1	.1
14	7	.9
15	3	.3
TOTAL	770	99.3

APPENDIX B: Table 4

REASON NOT EMPLOYED FULL-TIME

Answer	Number	Percent
Keeping House	328	42.1
In School	116	14.9
Unable to find Work	106	13.6
Disabled	78	10.0
In Prison	71	9.1
Retired	31	3.9
Institutionalized	20	2.5
Illness	9	1.1
Other (Seasonal, Work Part-time/High School, Has not Looked for Employment, Business only Part-time, Cannot find Babysitter, Wish to Teach, Do not Want to Work, Not old Enough)	19	2.4
TOTAL	778	99.6

APPENDIX B: Table 5

NUMBER OF CHILDREN IN THE HOME OF AN AABEDC STUDENT

Children (in home)*
Median 1.9
Mean 1.85

Children	Number of Homes	Percent
0	382	29.2
1	275	21.0
2	258	19.7
3	162	12.4
4	111	8.5
5	55	4.2
6	39	2.9
7	11	.8
8	4	.3
9	2	.1
10	3	.2
11	2	.1
12	1	.1
TOTAL	1,305	99.7

*Participants were asked for the number of children living at home. Grown children are not included.

APPENDIX B: Table 6

YEARS IN THE COMMUNITY

Years Mean 24.5
Median 20 - 29 years

Years	Number	Percent
Unknown	331	18.7
1 - 9 years	308	17.4
10 - 19 years	306	17.2
20 - 29 years	332	18.7
30 - 39 years	220	12.4
40 - 49 years	158	8.9
50 - 59 years	80	4.5
60 - 69 years	27	1.5
70 - 79 years	8	.4
80 - 89 years	1	.05
TOTAL	1,771	99.7

APPENDIX B: Table 7

YEARS IN ABE

Years: Median 1.
Mean 1.23

Years	Number	Percent
1	1,527	86.2
2	145	8.1
3	46	2.5
4	38	2.1
5	14	.7
6	1	.1
TOTAL	1,771	99.7

APPENDIX B: Table 8

WHERE WAS YOUR HIGHEST GRADE COMPLETED?

Where	Number	Percent
Unknown	390	22
In-state	1,252	70
Out-of-state	129	7
TOTAL	1,771	99

APPENDIX B: Table 9

PRIMARY OCCUPATIONS OF AABEDC WOMEN STUDENTS

Occupation	Number	Percent
Housewife	367	36.4
Unknown	193	19.1
Factory Employee	122	12.1
Domestic	86	8.5
Waitress - Restaurant Cook	28	2.7
NYC	26	2.5
Lunchroom - Cafeteria	18	1.7
Nurse's Aide	17	1.6
Sales Clerk	15	1.4
Office Work	14	1.3
Head Start - Teacher Aide	14	1.3
Other	106	10.5
TOTAL	1,006	99.1

APPENDIX B: Table 10

CURRENT WORK STATUS OF AABEDC STUDENTS

Status	Number Men	Number Women	Number Total	Percent Men	Percent Women	Percent Total
Unknown	120	77	197	15.9	7.6	11.1
Full-time	443	339	782	57.9	33.6	44.1
Part-time	51	108	159	6,6	10.7	8.9
Unemployed - seeking work	45	129	174	5.8	12.8	9.8
Not seeking work - unemployed	55	288	343	7.1	28.6	19.3
To be placed through this project	51	65	116	6.6	6.4	6.5
TOTAL	765	1,006	1,771	99.9	99.7	99.7

APPENDIX B: Table 11

MARITAL STATUS OF AABEDC STUDENTS

Status	Number Men	Number Women	Number Total	Percent Men	Percent Women	Percent Total
Unknown	75	15	90	9.8	1.5	5.0
Single	204	165	369	26.7	16.4	20.8
Married	467	685	1,152	61.0	68.1	65.0
Other	19	141	160	2.5	14.0	9.0
TOTAL	765	1,006	1,771	100.0	100.0	99.8

APPENDIX B: Table 12

PRIMARY OCCUPATIONS OF AABEDC MEN STUDENTS

Occupation	Number	Percent
Unknown	126	16.4
Laborer	114	14.9
Factory Employee	82	10.7
Mechanic - Body Work	63	8.2
Janitor - Custodian	33	4.3
Farm and Farm Labor	30	3.9
Construction Work	20	2.6
Truck Driver	19	2.4
Self Employed	18	2.3
NYC Mainstream	17	2.2
Domestic	15	1.9
Welder	13	1.7
Maintanence Worker	13	1.7
Machinist	12	1.5
Carpenter	12	1.5
Repairman	12	1.5
Brick Mason	11	1.4
Other	155	20.2
TOTAL	765	99.3

APPENDIX C

INKIND CONTRIBUTIONS TO THE AABEDC

COST SHARING INKIND CONTRIBUTIONS FROM MOREHEAD STATE UNIVERSITY

1. Personnel Salaries	
A. Professional Staff (Part time)	$ 2,000.00
B. Consultants	1,750.00
C. Other Supporting Staff (Interdisciplinary)	3,000,00
2. Employment Services and Benefits	7,067.00
3. Travel	400.00
4. Required Fees (if any)	400.00
5. Communications	2,500.00
6. Supplies, Printing, and Printed Materials	1,000.00
7. Equipment	8,000.00
8. Rental of Space	2,000.00
9. Minor Remodeling of Space	----
10. Utilitiesand Custodial Services	4,000.00
Total Cost Sharing Morehead State University	$ 32,117.00
State Module Cost Sharing	$170,994.00
TOTAL COST SHARING TO AABEDC	$203,111.00

Explanation of Cost Sharing

1. Personnel Salaries

A. Professional Staff (Part time)—The Morehead State University offices of Research and Development (R&D) will provide the AABEDC with periodic consultant services and professional assistance in graphics, writing, special typing facilities, and related services. $ 2,000.00

B. Consultants—The Morehead State University audio-visual department, reading center staff, and radio staff assist the Center in dissemination and learning lab activities. $ 750.00

R&D provides a continuous in-service professional staff training program on a scheduled basis in areas of research and management, five units per year, two to three day sessions. $ 1,000.00

C. Other Supporting Staff—The Morehead State University program of student aid for qualified persons provides 80 percent of the total cost of workshop students. The AABEDC employs five students. $ 3,000.00

Subtotal Cost Sharing Personnel Salaries $ 6,750.00

2. Employment Services and Benefits

The AABEDC Staff is subject to the 7 percent Kentucky Teachers Retirement Plan. This 7 percent is paid by Morehead State University. (7 percent of $100,955) $ 7,067.00

Subtotal Cost Sharing Employee Services and Benefits $ 7,067.00

3. Travel

The Center staff utilizes Morehead State University station wagons and R&D station wagons on trips to airports and surrounding areas, and reimburses at only 4 cents per mile.
(10,000 x .04) $ 400.00

Subtotal Cost Sharing Travel $ 400.00

4. Required Fees (If Any)

Special classes for ABE students (30 hours) in the Personal Development Institute serving 25 students to date and taught by the University President's wife, Mrs. Adron Doran. $ 400.00

Subtotal Cost Sharing Required Fees $ 400.00

5. Communications

The AABEDC has the use of the University mailing system and does not use federal funds for any class of mail. $ 1,000.00

The AABEDC is connected on University lines and has the benefit of the Kentucky Watts line at no charge. $ 1,500.00

Subtotal Cost Sharing Communications $ 2,500.00

6. Supplies, Printing, and Printed Material

The AABEDC staff has access to all University public relations equipment and staff assistance in preparing materials for dissemination. $ 1,000.00

Subtotal Cost Sharing Supplies, Printing, and Printed Materials $ 1,000.00

7. Equipment

Morehead State University provides the Center with all office equipment. (Ref. Attachment) $ 8,000.00

Subtotal Cost Sharing Equipment $ 8,000.00

8. Rental of Space

Morehead State University provides the Center with University mail service space, conference rooms, and meeting facilities. $ 2,000.00

Although standard rental fees are charged, the University has provided the Center with prime office facilities on the 7th floor of a new Education Building, which includes: 1980 sq. ft.; one large classroom-learning center; five office and secretarial spaces.

Subtotal Cost Sharing Rental of Space $ 2,000.00

9. N/A

10. Utilities and Custodial Services

Morehead State University provides the Center with the Utilities, Custodial Services, Equipment Maintenance, and Security for Operation. $ 4,000.00

Subtotal Cost Sharing Utitlities and Custodial Services $ 4,000.00

TOTAL COST SHARING MOREHEAD STATE UNIVERSITY. $32,117.00

AABEDC STATE MODULE PROJECTS: INKIND CONTRIBUTIONS

	AABEDC	INKIND
ALABAMA 1-A	$ 9,605	$15,225

Adult Basic Education Materials
E.C. Wilson

Agencies:
Etowah County: Salaries, Supervision, Business affairs, Maintenance
Civil Defense
Lions Club
Welfare
Alabama Department of Education: Teachers salaries
Title I: Health ($1,350)

A unique input comes from the County Schools in production, equipment, and personnel for video tape recordings for ABE. We have, in return, involved this component in in-service training which has strengthened the county ETV project as well as the ABE ETV project.

	AABEDC	INKIND
ALABAMA II-A	$ 8,375	$11,700

Mobile Home Learning Center: Wood Pulp Industry
Sara Jo Wright

Agencies:
Marion County: Materials, Supervision, Business affairs
TVA: $1,000 In-Service Training, $1,000 Hardware
Hallmark Homes: $6,000 Mobile Unit, $1,000 Furniture, Recruitment
Alabama Department of Education: Software

The project has been developed to serve the training needs of industry. The demonstration has led to a similar project in Mississippi with similar inputs from industry.

	AABEDC	INKIND
GEORGIA 2-A	$25,940	$23,033

Banks County Adult Basic Education Recruitment Research Program
Thelma Orr

Agencies:
Georgia State Department: Administration, Teachers salaries, Materials
Ten Counties: Facilities
Banks County: Office space, Business affairs
University of Georgia: In-service Training and Consultant services

This project has spread to serve ten

counties in northern Georgia and has involved over 600 students.

	AABEDC	INKIND
KENTUCKY 3-A	$21,364	$22,094

Lewis County ABE Demonstration—Lock and Dam Site 32 Learning Center
Lawrence Arnett

Agencies:
CAP: Bus and Transportation
NYC: Baby sitting and Training
Kentucky Department of Education: Teachers, Learning lab materials
Mainstream: Building and grounds (renovation, etc.)
GSA: Furniture, AV equipment
Lewis County: Administration, Business affairs
Jaycees: Volunteer recruiting

The demonstration has led to learning center development in Kentucky. The University provided Personal Development to students and assisted in placing students in jobs and training programs.

	AABEDC	INKIND
KENTUCKY 3333-A	$ 4,989	$ 2,600 ($20,903)

Simulation and Motivation in ABE Related to Driver Education
Wallace Leonow

Agencies:
7 School and County Districts
Perry County: Business affairs, Facilities, Leaders
Appalachian Educational Laboratory (AEL): Equipment ($20,903), In-Service Training, Mobile Van Simulators, Moving Simulators, Drivocators, Testing equipment, Dual controls, Car Maintenance
Kentucky Auto Dealers: Automobiles, Insurance
Kentucky Department of Education: Materials, ABE Teacher cooperation

The AEL requested a duplication of the project in Tennessee in support of their second experimental driver education program. AABEDC has encouraged the Tennessee ABE director to replicate the study.

Over 100 ABE students could not be accomodated in the first promotion of the program.

	AABEDC	INKIND
MARYLAND 8-A	$10,537	$ 3,319

Typing as a Motivational Factor and an Instructional Process in Educating Undereducated Adults in the Tri-County Region
Meshach Browning, James Kelly

Agencies:
Maryland Department of Education: Teachers salaries
Allegany County: Business affairs, Administration
Tri-County Project: Facilities, Equipment
Local Education Area 3: Administration, Consultants

This project has not been evaluated following the initial negotiation in terms of inkind contributions, but we do know that all related facilities and equipment in three counties are being used including a variety of office equipment.

	AABEDC	INKIND
MISSISSIPPI 44-A	$ 7,079	$17,850

Town and Country Mobile Classroom
Larry Otis

Agencies:
Mississippi Department of Education: Teachers salaries, Equipment
Itawamba Junior College: Administration, Business affairs, Truck rental

Town and Country Mobile Home Co.: Facility and design ($7,000)
All Agencies: The facility will serve interests of health, etc.

The equipment, donated by the Town and Country Mobile Home Co., serves the industry in ABE in one of the four locations. Initial recruitment produced 180 students. The company became interested following visits to the AABEDC-Alabama Mobile Learning Center Project.

	AABEDC	INKIND
MISSISSIPPI 444-A	$ 8,749	$9,500

Appalachian Newspaper
Wylie Wood and Larry Otis

Agencies:
Mississippi Department of Education: Teachers for inservice training, Salaries
Itawamba Junior College: Administration, Business affairs, Total Production
Printing equipment
Itawamba Junior College: Administration, Business affairs, Total production, Printing equipment, Operators, etc.
All Agencies: Preparation of articles, etc.

	AABEDC	INKIND
OHIO 5-A	$31,291	$34,073

ABE Life-Centered Curriculum Development and Teaching Techniques
Max Way

Agencies:
Scioto Valley Local School District: Administration, Business affairs
Ohio State Department of Education: Teachers salaries, Inservice Training, Counselors, Materials
Six County School Districts: Facilities, Equipment, Materials
Pilasco Center: Regional administration, Facilities
Business and Industry in Area: Curriculum materials, etc.

The Ohio project has developed a highly significant home training component using paraprofessionals and has interested a variety of other agencies in the activity.

	AABEDC	INKIND
NEW YORK 9-A	$19,940	?

PROJECT LEARN—Community School Approach
Thomas Sanglier

Agencies:
Corning Public Schools: Administration, Business affairs
Mott Foundation: Community school leadership
Corning Foundation: Support
New York Department of Education: (F.Y. 70) Teacher support
Multiple Service Agencies

The New York Project is new. As a developmental activity the AABEDC has not been able to assess the inkind contributions of other agencies, but the project will involve the unique community school leadership and concepts to involve ABE students out of ongoing community school activities.

	AABEDC	INKIND
NORTH CAROLINA 10-A	$ 8,559	$ 2,077

A Comparison of the Relative Effectiveness of Learning Laboratories and Small Group Procedures in Changing the Self-Concept of ABE Students
Leland Cooper

Agencies:
North Carolina Department of Education: Developmental support and cooperation
Appalachian State University:

Interdisciplinary staff, Administration, Business affairs, Office space, Equipment
North Carolina Junior College System: Cooperation and support
North Carolina Learning Center System: Cooperation and support (Data, etc.)

The North Carolina project has just recently been funded and is being developed as a feasibility study in this first phase to create a research design. This study will provide important information related to the proliferation of learning center developments serving ABE in the United States.

	AABEDC	INKIND
SOUTH CAROLINA 13-A	$12,368	$ 1,670

Development of Career and Educational Ladders between Industry and Instructional Agencies
Ronald Farley

Agencies:
South Carolina State Department of Education: Administration, Business affairs
Multiple Business and Industry Involvement
South Carolina Universities: Consultant services
Southern Regional Education Board

The South Carolina project is directly related to the involvement of business and industry. Reports on progress will begin to show increasing inkind contributions as the intent of the project develops.

	AABEDC	INKIND
VIRGINIA 6-A	$19,065	$ 2,017

ABE/Counselors Aides
Joseph Berry and Gary Lowe

Agencies:
Virginia State Department of Education: Teachers salaries (not included above due to the nature of the project)
Carroll County Board of Education: Administration, Business affairs, Office facilities, Equipment
Multiple Agency Involvement: Recruitment, Placement, etc.

The Virginia project is a model for the training of paraprofessionals as counselors. Inkind contributions of other agencies have not been reported.

	AABEDC	INKIND
WEST VIRGINIA 7-A	$ 5,815	$ 6,950

Long Range Follow-up of Adult Basic Education Participants
Richard Malcolm

Agencies:
West Virginia State Department of Education: Teachers salaries (not included above due to the nature of the project)
Cabell County Board of Education: Offices, Administration, Business affairs
Tri-County Boards: Program support, Family information
Welfare Department: Total counseling program support
Marshall University: Consultants, In-service Training
Business and Industry: Placement of students

The West Virginia project has a wide range of continuous support which cannot be assessed at this time but includes county judges, local food contributions, business and industrial personnel managers—a community effort.

TENNESSEE and PENNSYLVANIA have several potential AABEDC projects under consideration which may be funded in FY 1970 but which are dependent upon federal funding of the new AABEDC project.

In all instances noted above, projects have been listed with major contributors. It must be understood that each project director has been requested to contact and involve all possible agencies—health departments, MDTA, Social Security, etc.—all those agencies serving potential clients or conducting ABE.

A data collection system has been introduced which requires each project to report contributions of personnel, time, facilities, equipment, and materials and to provide the AABEDC with as correct an accounting as is possible, including an estimate of cost effectiveness.

The data collection system will be reported as a part of the Final Reports of each of the AABEDC state module projects.

FROM OUR BEST INFORMATION, TOTAL AMOUNTS FOR FY 1969 ARE:

AABEDC	INKIND
$193,676.00	$170,994.00

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